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ABSTRACT

This report documents a conference on the conceptual framework underlying the management of Teacher Corps Projects. The conference, designed to provide participants with training in specific skills pertinent to their responsibilities, was attended by school administrators, program development specialists, community coordinators, community council chairpersons, and representatives from ten Texas Teacher Corps projects. This documentation report includes: 1) a description of activities predating the conference which contributed to its final structure and content; 2) an overview of the conference agenda and reports on each activity; 3) a summary of the results gathered through use of a formal conference evaluation instrument; and 4) a synthesis of the formal and informal evaluation data collected at the conference and recommendations for future training activities. (JD)

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DEVELOPMENTAL TRAINING CONFERENCE

December 1979

MAY 1 1980

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS iv

INTRODUCTION. 1

PLANNING THE CONFERENCE 4

CONFERENCE PROCESSES 10

CONFERENCE PRODUCT EVALUATION 68

INTERPRETATIONS AND RECOMMENDATIONS 103

APPENDICES

Appendix A: Conference Needs Assessment Instruments: Forms One and Two

Appendix B: Network-sponsored Meetings and Calls Related to the Conference: Minutes

Appendix C: Narrative Script Supplied to Facilitators: A Teacher Corps Organizational Framework

Appendix D: Overhead Transparencies Supplied to Facilitators: A Teacher Corps Organizational Framework

Appendix E: Conference Logistics

Appendix F: Profile Scale: Component Involvement

Appendix G: Teacher Corps Role Group Definitions

Appendix H: Evaluation Instrument

List of Figures

Figure Page

1. Teacher Corps Developmental Training Conference Agenda..........11

2. Participant Reactions to "Overall Conference" Broken Down by Project Status..................................71

3. Participant Reactions to "Overall Conference" Broken Down by Position...72

4. Participant Reactions to "TEACHER CORPS: A TASK ANALYSIS" Broken Down by Project Status..................................74

5. Participant Reactions to "TEACHER CORPS: A TASK ANALYSIS" Broken Down by Position...75

6. Participant Reactions to "DESCRIPTION OF ROLE GROUP FUNCTIONS" Broken Down by Project Status..................................76

7. Participant Reactions to "DESCRIPTION OF ROLE GROUP FUNCTIONS" Broken Down by Position...77

8. Participant Reactions to "SHARING OF ROLE FUNCTIONS" Broken Down by Project Status..................................79

9. Participant Reactions to "SHARING OF ROLE FUNCTIONS" Broken Down by Position...80

10. Participant Reactions to "Clinical Supervision" Broken Down by Project Status..................................82

11. Participant Reactions to "Clinical Supervision" Broken Down by Position...83

12. Participant Reactions to "Needs Assessment Techniques" Broken Down by Project Status..................................84

13. Participant Reactions to "Needs Assessment Techniques" Broken Down by Position...85

List of Figures continued

Figure Page

14. Participant Reactions to "Management Strategies" Broken Down by Project Status 87

15. Participant Reactions to "Management Strategies" Broken Down by Position 88

16. Participant Reactions to "Developing and Using Community Resources" Broken Down by Project Status 89

17. Participant Reactions to "Developing and Using Community Resources" Broken Down by Position 90

18. Participant Reactions to "Documentors' Share and Exchange" Broken Down by Project Status 91

19. Participant Reactions to "Documentors' Share and Exchange" Broken Down by Position 92

20. One-Way Analysis of Variance Results; P Values, Project Status 95

21. One-Way Analysis of Variance Results; P Values, Position Status 96

7

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Rubén D. Olivárez
Network Director

Gary W. Weibly
Program Coordinator

INTRODUCTION

Since the Texas Teacher Corps Network was initiated in 1974, two primary objectives have been:

(1) to provide for the improvement of project management through the facilitation of sharing of project information among the various Teacher Corps projects in the state, and

(2) to serve as a vehicle for the development and implementation of technical assistance activities of mutual interest to Network constituents which could not be feasibly supported by a single project.

In their first meeting following the funding of Program '78 Teacher Corps projects, the Board of Directors of the Texas Teacher Corps Network began the process of establishing priorities for Network-sponsored training activities. That Board, consisting of the Teacher Corps Directors from the then seven Texas projects, identified a variety of thematic areas that were collectively considered to be the information and skill areas most beneficial for the Network to focus its training efforts on. But, perhaps more importantly, a planning procedure was begun which relied upon the generation of specific data in order to identify the training needs of Network projects. This concern for specificity and relevancy, a keen desire to ensure that training activities are tailored to meet the particular needs of their participants, continues to today and is reflected in the conference described by this document.

The present training activity, the Teacher Corps Developmental Training Conference, is the end result of three primary planning sources. Each of these three, and their unique contributions to the conference activities are described below.

(A) *Formative Evaluation Data:* The evaluation data from the Teacher Corps Role Group Conference held in Corpus Christi, Texas in June, 1979, revealed that the participants at that Network-sponsored workshop collectively felt that a follow-up session dealing with role group exploration and development would be useful and productive. The activities scheduled for the first day of the conference were designed to meet this expressed need.

(B) *Needs Assessment Data:* A preliminary needs assessment device was administered to the Network Board of Directors in August, 1979. Based on its results, a follow-up device was developed and administered the following month to the key role groups who would be attending this conference. Results from these two data collection instruments were utilized in the planning of specific activities for the Developmental Conference, particularly those events scheduled for day two.

(C) *Planning Committee Input:* The bulk of the planning related to the conference was carried out by the members of the Planning Committee. This group was comprised of members from each of the role groups who would be attending the conference. They met a total of three times prior to the conference as a work group to identify and translate training needs into appropriate, relevant conference training activities.

The ultimate event structured from the three data sources just presented was designed to:

1) *Present participants with a conceptual framework of the organization, management, and responsibilities of a local Teacher Corps Project.*

2) *Provide participants with the opportunity to identify their role group responsibilities within the Teacher Corps Project framework presented by the conference.*

3) *Provide participants with the opportunity to share the results of their role clarification activities with members of other role groups.*

4) *Provide participants with training in specific skill areas.*

This event, titled the Teacher Corps Developmental Training Conference by the Board of Directors, took place in the Hilton Inn, Austin, Texas on October 21-23, 1979.

Participants of the conference included representatives from the following role groups: Central Administrators, Principals, Program Development Specialists, Directors, Community Coordinators, Community Council Chairpersons, and Documentors. The ten Texas Teacher Corps Projects sending representatives to the conference were: St. Edward's University, Laredo State University, North Texas State University, Texas Christian University, Texas Tech University, The University of Texas at El Paso, University of Houston, Texas Southern University, Prairie View A&M University, and the Edgewood Independent School District.

The remainder of this document describes and assesses the Teacher Corps Developmental Training Conference and its impact on participants in the following chapters or sections:

- Planning the Conference: This chapter describes the activities predating the conference that contributed to its final structure and content. Included are discussions of the past evaluation data considred, examples and summaries of the needs assessment instrument used in conjunction with the conference, and descriptions of the Conference Planning Committee's activities.

- Conference Processes: This chapter begins with an overview of the conference agenda and then moves to documentation reports for each of the conference activities strands. In this way, the reader may obtain a fuller sense of the events taking place.

- Conference Product Evaluation: This chapter summarizes the results gathered with a formal conference evaluation instrument. This discussion includes a focus on such workshop characteristics as organization, presentation style, usefulness of material, and desire for further training.

- Interpretations and Recommendations: This chapter attempts to synthesize the formal and informal evaluation data collected for the Teacher Corps Developmental Training Conference. It also makes several recommendations germane to planning for future training activities, based on the experiences associated with the present conference.

PLANNING THE CONFERENCE

Formal planning for the Teacher Corps Developmental Training Conference was initiated on August 22, 1979 when the Texas Teacher Corps Network Board of Directors met in Austin to formulate and discuss 1979-80 Network training activities. At that meeting, an informal needs assessment instrument was completed by all members present. This instrument had been designed by the Network staff to act as a springboard for individual and group thinking and discussion regarding Network activities for 1979-80. The instrument covered the four major training areas selected by the Board in October, 1978, as high need training areas: (1) Faculty Development, (2) Inservice Education, (3) Role Group Development, and (4) Special Teacher Corps Programmatic Features. Under each of these major training areas, the needs assessment form listed a variety of component activities that the respondent was to react to, keeping two questions in mind:

. How important do you feel this activity is to the successful functioning of your Project in 1979-80?

. How great is the need for training in this activity for your program participants?

This two-part response was included for its ability to identify activities that are both important to the project and a high training priority. This avoids the possibility of training individuals in an activity that is not important to a project, or of training individuals in an activity seen as important, but for which there is no need for training. See Appendix A, Form 1 for a copy of this instrument.

During a lunch break the Network Program Coordinator tabulated the results from the Directors' forms and then prepared an overview presentation of these data. After the Network Board reconvened following lunch, Dr. Weibly reviewed with the group his findings regarding the needs assessment instruments. The group then used his remarks as a departure point for beginning to plan for 1979-80 Network-sponsored training activities. The minutes for this portion of the August 22, 1979 Texas Teacher Corps Network Board of Directors' meeting may be found in Appendix B, attachment 1.

As may be seen by reviewing the minutes, by the conclusion of that August Board meeting, the planning for the first Network-sponsored major training activity had begun in earnest. Based on the data collected from the needs assessment form used during the meeting, past Network conference evaluation data reported back in the meeting, and group discussion, the Board had determined that the proposed conference would be role group developmental in nature, continuing the experiences and growth of the Corpus Christi conference. The interested reader is directed to Role Group Conference: Documentation and Evaluation Study, a documentation report prepared by the Texas Network for a detailed description of the Corpus Christi conference.

The Board also determined that the conference would be large in scope with ten representatives attending from each project. Acknowledging the associated high cost for such training, the Board felt the expense was justified given the likely benefits to accrue from such a conference. A partial, "in-house" Planning Committee was named and given the immediate charge of selecting several additional committee members from a pool of "field" representatives drawn up by the Board at large. Long range goals for the complete Planning Committee focused on responsibility for all aspects of conference development and planning. The members eventually selected for this Planning Committee were:

Mr. Richard Bocanegra; Director, Edgewood ISD, Trinity
Ms. Mae Clark; Principal, Texas Southern University Project
Dr. James Corbett; Director, St. Edward's University Project
Mr. Dewayne Ford; Community Council Chair, UTEP Project
Ms. Linda Jiménez; Community Coordinator, Edgewood ISD Project

Dr. Claudette Ligons; Director, Texas Southern University Project

Dr. Roberto Pérez; Program Development Specialist, St. Edward's University Project

Mr. David Ross; Documentor, North Texas State University Project

Dr. Quintín Vargas; Program Development Specialist, Laredo State University Project

Dr. Rubén D. Olivárez, Director, Texas Teacher Corps Network

Dr. Gary W. Weibly; Program Coordinator, Texas Teacher Corps Network

During that August Board meeting, the Network staff also agreed to develop and distribute a needs assessment instrument designed to tap existing training needs for the conference's intended participant role groups. A second form was subsequently prepared (see Appendix A, Form 2) and disseminated to conference participants. Returned forms were analyzed by the Network Program Coordinator, and the resultant information used by the Planning Committee in its activities.

The Teacher Corps Developmental Training Conference Planning Committee met three times and conducted one conference call. The minutes for each of these three meetings and the minutes from the conference call may be found in Appendix B, attachments 2-5. Each is summarized briefly below; the interested reader is encouraged to consult the minutes in Appendix A for a more in-depth summary of the meeting activities.

Conference Call: September 7, 1979

The purpose of this call was to select the additional members of the Developmental Training Conference Planning Committee. Drawing from a list of candidates drawn up by the Board of Directors in its August meeting, the final committee members were selected so as to include representation from as many of the Texas projects and the seven conference role groups as possible. The first meeting of the finalized Planning Committee was set for September 14, in Austin. The Network staff agreed to take primary responsibility for contacting, by phone, letter, or both, the new members chosen, as well as make arrangements for the September 14 meeting.

Planning Committee Meeting: September 14, 1979

The Planning Committee members reviewed two primary sources of data in their planning efforts at this meeting: (A) Information from past Network conference evaluation data, especially from the Corpus Christi Role Group Conference; and (B) Information from the needs assessment forms returned by the conference participants.

Following lengthy discussion and exploration, a tentative conference agenda was outlined, one which attempted to account for the pre-conference data described above. In addition to general content issues, the Planning Committee also dealt with identification of Conference presenters and facilitators.

Plans were made for a follow-up meeting to be held in Dallas, Texas on September 24-25 to finalize conference activities. The Network staff agreed to continue its development of a Teacher Corps Organizational Framework presentation during this interim, as well as carrying out the required communications, by phone and letter, with appropriate conference presenters and facilitators.

Planning Committee Meeting: September 24, 1979

On this full day of planning, the Committee met to finalize the agenda for the October Developmental Training Conference. A firmed-up agenda was the end product of much deliberation, exploration, and discussion. This agenda included time breakdowns, identification of presenters and facilitators, and specification of day two training strands. The Network again agreed to serve as the nucleus for communication efforts with all conference presenters and facilitators.

As the time for the project drew near, several changes in presenters and facilitators were made necessary by a variety of uncontrollable factors. These changes may be traced by comparing the presenter and facilitator assignments outlined in the 9-24-79 Planning Committee Meeting minutes and the ultimate agenda, as implemented, which may be seen in the opening portion of the next section, "Conference Processes."

The Network staff also agreed to continue and complete its development of the Teacher Corps Organizational Framework presentation which included finalizing a narrative script, overhead transparencies for use by the conference facilitators, and a videotaped review of germane Teacher Corps organizational information. The entire package eventually prepared has its formative roots in the conceptual and written work done by Dr. Rubén D. Olivárez, Director of the Texas Teacher Corps Network. The activities associated with the first three work sessions of this conference (TEACHER CORPS: A TASK ANALYSIS, DESCRIPTION OF ROLE GROUP FUNCTIONS and SHARING OF ROLE FUNCTIONS) are also built upon the Teacher Corps Project framework originally developed by Dr. Olivárez. Members of the Planning Committee selected this framework early-on in their planning efforts as the vehicle most appropriate for meeting several of the identified training/information needs of the conference participants.

Planning Committee Meeting: October 21, 1979

The evening before the conference began its formal activities, the Planning Committee met again, along with conference presenters and facilitators. At that time, the final agenda was "walked-through" and examined for areas of improvement. The group also reviewed the videotaped presentation of the Teacher Corps Organizational Framework and discussed its possible use in the conference's first three work sessions. After deliberation, it was decided by the facilitators that they would not use the videotape, relying instead upon the Network supplied narrative script and overheads in their facilitation of small group discussion of the Teacher Corps Organizational framework and resulting role group exploration activities. The decision not to use the videotape was made jointly by the facilitators present at the meeting. Factors contributing to this decision included; facilitators felt that it presented too much information too quickly, that it was of low visual and style quality, that the narration seemed stilted and uneasy, and that the equipment needs/preparation necessary for the videotapes' use were excessive. Therefore, they elected to rely only on the prepared narrative script and overhead transparencies.

A copy of this Network-written script, describing the Teacher Corps Project from an organizational framework, may be seen in Appendix C. Copies of the Network-supplied overhead transparencies given to facilitators as an aide to describing the Teacher Corps Organizational Framework may be seen in Appendix D. It should be noted that the facilitators were given "over-laid" transparencies; i.e., transparencies specially constructed so as to visually build upon one another in the development of all subparts of a program constituency/component. To save on paper and space, as well as to preserve the visual integrity of the framework described, the copies in Appendix D include only the complete version of each multiple over-lay transparency set.

CONFERENCE PROCESSES

Using the planning activities and data described in the previous section, the Teacher Corps Developmental Training Conference Planning Committee developed a set of conference activities designed to

1) *Present participants with a conceptual framework of the organization, management, and responsibilities of a local Teacher Corps Project.*

2) *Provide participants with the opportunity to identify their role group responsibilities within the Teacher Corps Project framework previously discussed.*

3) *Provide participants with the opportunity to share the results of the role clarification activities with members of other role groups.*

4) *Provide participants with training in specific skill areas.*

The agenda, as presented in the Conference's program, appears in Figure 1.

On day one activities, conference participants met in a large group for the introduction (9:00 - 9:35), and keynote address (9:35 - 10:30). Following this, small groups met for the three work sessions TEACHER CORPS: A TASK ANALYSIS (10:45 - Noon), DESCRIPTION OF ROLE GROUP FUNCTIONS (1:30 - 3:00), and SHARING OF ROLE FUNCTIONS (3:00 - 4:15). For the first two of these three sessions, participants met in their individual role groups: Central Administrators, Principals, Program Development Specialists, Directors, Community Coordinators, Community Council Chairpersons, and Documentors. For the last of these three sessions, SHARING OF ROLE FUNCTIONS, participants met in small, mixed-role groups. Each small group in this session was constructed so as to include one or more representatives from each of the seven major role groups attending the conference.

PROGRAM
Day One
October 22, 1979

8:30 - 9:00	Registration
9:00 - 9:35	Introduction, Agenda, Explanation of Activities Dr. Rubén Olivárez, Director, Texas Teacher Corps Network
9:35 - 9:45	Introduction of Keynote Speaker Dr. Kay Killough, Assistant Superintendent, Austin Independent School District
9:45 - 10:30	Keynote Speaker Dr. William Smith, National Director, Teacher Corps
10:30 - 10:45	Break
10:45 - Noon	Same Role Group Session TEACHER CORPS: A TASK ANALYSIS
Noon - 1:30	Lunch (on your own)
1:30 - 3:00	Same Role Group Session DESCRIPTION OF ROLE GROUP FUNCTIONS
3:00 - 4:15	Mixed Role Group Session SHARING OF ROLE FUNCTIONS
4:15 - 4:30	Break
4:30 - 5:00	Question & Answer Period Dr. William Smith

PROGRAM
Day Two
October 23, 1979

9:30 - 10:00	Preview of Day's Activities Dr. Rubén Olivárez
10:00 - 10:15	Break
10:15 - 11:30	SKILLS TRAINING SESSION
11:30 - Noon	Hotel Check-out
Noon - 1:30	Luncheon Guest Speaker, Dr. Mel Sikes
1:30 - 3:00	SKILLS TRAINING SESSION (continues)
3:00 - 3:15	Break
3:15 - 4:30	SKILLS TRAINING SESSION (continues)
4:30 - 4:40	Break
4:40 - 5:00	Reconvene as large group 1. Workshop Summarization 2. Questions and Answers 3. Evaluation 4. Adjournment

Figure 1. Teacher Corps Developmental Training Conference Agenda

This grouping was achieved by the Network staff's letter coding of each participant's registration badge prior to the conference. In this way, participants with an "A" on their badge all met together, all those with a "B" met together, and so forth. In all, five small groups met for this session. The Network used a randomization procedure in the assignment of small groups' numbers that was designed to ensure that each of the five groups delineated had representation from each of the seven role groups. Additionally, each small group had one or more representatives from each of the ten Texas Teacher Corps Projects.

The facilitators selected by the Planning Committee, and their role group assignments for the 10:45 - noon and 1:30 - 3:00 small group sessions the first day were:

Richard Bocanegra; Director, Edgewood ISD Project - Principals role group
Miguel de los Santos; Superintendent, La Jova ISD - Principals role group
Dewayne Ford; Community Council Chair, UTEP Project - Community Council Chairpersons role group
Linda Jiménez; Community Coordinator, Edgewood ISD Project - Community Coordinators role group
Diane Jones; Program Specialist, National Teacher Corps Office - Directors role group
Johnnie Mills; Assistant Professor, University of Texas at Austin - Documentors role group
Roger Pankratz; Special Consultant, Site Specific Technical Assistance Center - Central Administrators role group
Roberto Pérez; Program Development Specialist, St. Edward's University Project - Principals role group
Quintín Vargas; Program Development Specialist, Laredo State University Project - Program Development Specialists role group
Roberto Zárate; Coordinator for Professional Development, Edgewood ISD Project - Central Administrators role group

These facilitators had been briefed by the Network staff and the Planning Committee as to their responsibilities, which for the first two small group sessions were; (A) Introduce and Discuss the Teacher Corps Project Organizational Framework, and (B) Facilitate a role exploration discussion arriving at a consensus definition of what a . . . . is. Each role group was to arrive at a consensus of what their role group was (definition) and what it did, both "ideally" and in "reality."

In the third small group session of day one of the conference (3:00 - 4:15), participants met in the five mixed-role groups described earlier to share across role groups the definitions generated in the two morning sessions. Facilitators for these five groups were:

Group A: Diane Jones and Quintín Vargas

Group B: Dewayne Ford and Roger Pankratz

Group C: Roberto Pérez and Roberto Zárate

Group D: Richard Bocanegra and Johnnie Mills

Group E: Miguel de los Santos and Linda Jiménez

The concluding planned activity for day one of the conference, a question and answer period with Dr. William Smith, had to be cancelled due to unexpected travel requirements for Dr. Smith. In this activity's place, the participants met in a large group and heard short summaries from each of the day two presenters as to their intended session's content.

Day two, October 23, of the conference was devoted entirely to a variety of training strands. Conference participants, for the most part, were asked to choose one particular training strand which they would follow through the entire day. Participants were asked to remain with the same strand for each of the three training sessions offered that day (see Figure 1).

As listed in the conference program, the five training strands, and their presenters, offered on day two of the workshop were:

A) *"Clinical Supervision Methods"* Dr. Robert Elmes, Professor,
The State University College at Buffalo

B) *"Needs Assessment Techniques and Inservice Education"*
Dr. Robert Houston, Associate Professor, University of Houston

C) *"Management Strategies for Institutionalization"*
Dr. Roger Pankratz, Consultant, Site Specific Technical Assistance Center

D) *"Developing and Using Community Resources"* Dr. Clifford Whetten,
Consultant, Texas A&M Center for Community Education

E) *"Communicating Skills Development"* Dr. William Davidson, Consultant,
Region XIII Education Service Center

As originally outlined by the Planning Committee, Central Administrators, Principals, Program Development Specialists, and Directors were to select one training strand to attend from a choice of A), B), or C) described above. Community Coordinators and Community Council Chairpersons were to select one training strand to attend from a choice of D) or E) described above. Documentors were to meet together as a group on day two of the conference to facilitate a sharing and exchange between Program '78 and Program '79 documentors. Three "experienced" documentors (David Ross, Lynn Reyes, and Lou Bridges) were selected prior to the conference as facilitators for this share and exchange session. Prior to the conference these documentor facilitators had requested that each project documentor attending the conference develop a list of concerns, questions, and issues that they would like to see discussed on the day two documentors' session.

Two independent events changed the intended activities for day two of the conference slightly. Dr. William Davidson, presenter of the communication skills development strand, became ill the evening before his presentation and was forced to withdraw his training strand from the conference. This left only one training strand ("Developing and Using Community Resources") open to Community Coordinators and Community Council Chairpersons. At the conclusion of the first conference day however, the Community Council Chairpersons requested a special meeting with the Network staff and Board of Directors. At that time they presented an official group request, asking that the Chairpersons be allowed the opportunity to use day two of the conference to meet together as a group for the purpose of sharing and exchanging. In the following discussion, several points were made by the various parties involved: While the day two training activities scheduled for the Chairpersons were seen by this group as meaningful, they felt that the need for inter-role group sharing was more important; that the entire planning procedure for the conference activities had been built around identifying and satisfying the training needs of each of the seven role groups attending; that the chairpersons, as a group, had been represented in this planning process by a chairperson on the Planning Committee; and all issues considered, the chairpersons would prefer to forego the proposed training activities in favor of a facilitator-free sharing and exchange. This request was granted by the Network through the authorization of its Board members.

The total impact of these two events, Dr. Davidson's illness and the chairpersons' request for a schedule change, was that Community Coordinators all attended Dr. Whetten's presentation, "Developing and Using Community Resources," and the Community Council Chairpersons met as a group during each training session period (see Figure 1) on day two of the conference for the purpose of role group sharing and exchange. One chairperson did make the personal decision to forego the sharing and exchange group, and instead attended Dr. Whetten's session with the Community Coordinators. All other role group activities on day two of the conference were implemented as outlined earlier.

A list of the conference participants, a copy of the conference program, an information sheet given to participants to explain the day two schedule and activity changes, and information related to the documentors' share and exchange may be found in Appendix E.

The conference's activities were documented by a Network developed team of documentors supervised by Dr. Gary W. Weibly, Network Program Coordinator. The individuals on this documentation team included Dr. James Hoffman, Dr. Leo Juárez, Ms. Maureen Walker, Ms. Cheryl Yelich, Mr. Leon D. Wilkinson, and Ms. Nancy Baenen. Selection of these team members was based on the following: Dr. Hoffman has had past experience as a Teacher Corps documentor; Dr. Juárez, a second-career graduate student at the University of Texas, has past Teacher Corps experience while at Lubbock; Mr. Wilkinson, Ms. Yelich and Ms. Baenen are now or have been evaluators or evaluation assistants with the Austin Independent School District; and Ms. Walker is currently an assistant instructor in the English Department at The University of Texas, specializing in courses focusing on effective, clear communication through writing. Each of these team members met individually with Dr. Weibly once or more prior to the conference to discuss his or her assignments. Additionally, on day one of the conference, prior to the formal onset of activities the documentation team met as a group for a last minute review of assignments, report expectations, and so forth. The team met as a group again during lunch on both days one and two of the conference to discuss issues, problems, etc.

This documentation team was given the responsibility for creating a picture of the conference's activities. It is hoped that, by reviewing the assembled reports taken from their notes, the reader may obtain an accurate perception of what took place during each of the conference's sessions. Space and practicality requirements prevent a verbatim reporting of all that took palce. What is presented, instead, are the (slightly) edited reports from each of the documentors. The editing that has been done was carried out by the Network Program Coordinator and represents an attempt to avoid unncessary duplication of information and an effort to standardize reporting styles. With the minor editing exceptions, the following documentation passages are presented as submitted by the documentation team members.

Introduction, Agenda, Explanation of Activities
October 22, 1979

Dr. Olivárez welcomed the participants and described the genesis of the program. He said that two factors had guided the planning of the conference: the combination of the 1978 and 1979 projects, and the evaluation of the training and documentations efforts last year. The Board of Directors of the Texas Teacher Corps Network had appointed a planning committee comprising representatives of each of the role groups in the projects. The members of that committee were: Mr. Richard Bocanegra, Director, Edgewood ISD/Trinity; Ms. Mae Clark, Principal, Texas Southern University Project; Dr. James Corbett, Director, St. Edward's University; Mr. Dewayne Ford, Community Council Chair, UTEP Project; Ms. Linda Jiménez, Community Coordinator, Edgewood ISD; Dr. Claudette Ligons, Director, Texas Southern University; Dr. Roberto Pérez, Program Development Specialist, St. Edward's University; Mr. David Ross, Documentor, North Texas State University; Dr. Quintín Vargas, Program Development Specialist, Laredo State University; Dr. Rubén Olivárez, Director, Texas Teacher Corps Network; and Dr. Gary W. Weibly, Program Coordinator, Texas Teacher Corps Network. The planning committee met three times, the last time on October 21, 1979. The committee used the formal needs assessment prepared by the staffs of each of the projects as it designed the conference.

After giving this background information, Dr. Olivárez introduced the Network Board of Directors, the Texas Network Staff, Ms. Diane Jones, Program Specialist, National Teacher Corps Office, and the documentors for the conference.

Dr. Kay Killough, Assistant Superintendent, Austin Independent School District, then introduced the Keynote Speaker, Dr. William Smith, National Director, Teacher Corps.

Keynote Speaker; Dr. William Smith
October 22, 1979

The general theme of Dr. Smith's presentation was "Teacher Corps: What's in it for me?" He began his talk by giving an overview of what he termed the three phases of Teacher Corps:

- Phase I - Based on a bill submitted by Senators Kennedy and Nelson, Teacher Corps began as a domestic version of Peace Corps that focused on the preservice training of interns.

- Phase II - In 1974 legislation was enacted that provided for a reconceptualization of Teacher Corps' priorities. Still retaining its community based educational approach, Teacher Corps adopted a strong emphasis on the inservice education and retraining of experienced teachers. Such issues and concepts as multicultural education and PL 94-142 became the foci of this retraining.

In 1976 the focus of Teacher Corps moved from the preservice training of interns and the inservice training of experienced teachers to include programmatic efforts aimed at retraining all educational personnel.

From there Dr. Smith went on to briefly review the Teacher Corps Project potential. He stressed that Teacher Corps is an option at the local level to utilize ample resources to meet both the generic needs and the local, specific needs of a community and its schools. Teacher Corps, said Dr. Smith, should be used as a vehicle to serve specific school needs.

. Phase III - In recent years the Teacher Corps has again undergone substantial change. Beginning with the funded Program '78 projects, the Teacher Corps experience now spans five years. School climate became a focal point for programmatic thrusts. Such issues and efforts as institutionalization, adaption and adoption became of concern to the local project. In increasing its efforts in training, both with interns and existing educational personnel, the Phase III Teacher Corps Projects have inherent in them the development of an Educational Personnel Development System (EPDS). The effective EPDS, stated Dr. Smith, requires collaboration, a political process, between the three Teacher Corps constituents: the IHE, the LEA, and the Community.

Dr. Smith closed his address by pointing to the critical role the individual plays in impacting the direction of the local project. At all times, Dr. Smith feels, the ultimate question must be, "What can I do to help strengthen the educational and social opportunities available to youngsters?"

TEACHER CORPS: A TASK ANALYSIS
Same Role Group Session;
October 22, 1979

Note: The activities associated with this event were structured such that seven small groups, representing the seven role groups attending the conference, met simultaneously. Each group addressed the same basic task, a facilitator-assisted review of a specific Teacher Corps Organizational Framework. Accordingly, each group reacted to and dealt with the same common "core" of materials and information. Therefore, the following documentation passages, broken down by individual role group will, unavoidably, contain some duplication of information. A choice was made to use the individual group reporting style nonetheless, based on the belief that a total documentation approach requires this level of specificity. However, in order to keep duplication of content to a minimum, certain key references will be standardized across all passages, particularly with regard to the overheads used by each facilitator (See Appendix D).

Central Administrators Role Group

The session was attended by eight central administrators and one intern. According to the presenters, the purpose of this session was to provide the administrators present with a general understanding of Teacher Corps. The presenters used a lecture format with supporting charts to explain Teacher Corps' goals and structure (see Appendix D).

The presentation began with a reading of the Teacher Corps national goals. These were tied to the four basic outcomes specified by Teacher Corps, i.e., improved school climate, an improved educational personnel development system, the continuation of educational improvements and the adoption and adaptation of educational improvement.

Three key concepts were introduced. These were: collaboration, demonstration and institutionalization. Collaboration was defined as "partnership" among a project's participating institutions. Demonstration was defined as referring to the localized, pilot project nature of initial Teacher Corps efforts. Institutionalization was defined in terms of efforts made to assure that services provided by Teacher Corps would continue beyond Teacher Corps funding.

The main steps in the development of a Teacher Corps project were described as planning, implementation, documentation, evaluation and dissemination. Each of these processes was briefly described, and the presenter pointed out that the meaning and use of each term in Teacher Corps is much like its meaning and use in any other program.

The presenters described the constituencies, or "people involved" in Teacher Corps. In most cases, these are the community, the local education agency and the Institution of higher education. The structure of the Dallas project, in which a Youth Advocacy program is a fourth constituency, was also described.

The presenters pointed out that the inclusion of multiple constituencies may make collaboration difficult. In this situation, it is important to (1) define what things will require joint decisions, (2) know what the membership of the collaborating body will be, and (3) make the "inputs and outputs" of the joint decision process clearer to all collaborating body members.

The components of an LEA feeder system were described by the presenters. The localized nature of this system was stressed.

The usual construction of a policy board was illustrated. The presenters pointed out that more persons than the Dean of Education, School Superintendent and Community Chairperson may be on the policy board. Several administrators compared similarities and differences in their policy boards.

Teacher Corps was described by the presenters as having three component parts; a community education component, an educational personnel development system component and a project administration (management) component. The community education component was broken down into a feeder system effort and an individual school/community effort. The educational personnel development system was broken into regular inservice training, presevice intern training and university faculty development areas. Each of these efforts and areas were defined.

The processes of planning, implementation, documentation, institutionalization and dissemination carried on by project management were described. The documentation and institutionalization processes were described by the presenter as features which are more unique to Teacher Corps programs than are other parts of project administration. The times during a project at which each process is most likely to occur was also presented.

The thematic characteristics of Teacher Corps were presented. These include individualized instruction (basic skills), multicultural education, exceptional children and community participation. The interface of these areas with an emphasis on using local needs to structure a project was stressed.

The formal presentation concluded with a summary of Teacher Corps' structure and goals, and emphasized the importance of collaboration. One participant asked who was in fact responsible for promotion of collaboration. Both presenters felt that this was mainly the responsibility of the policy board.

Principals role group

The majority of this session was spent reviewing a specific Teacher Corps Project Organizational Framework. The script found in Appendix C and the overhead copies found in Appendix D adequately summarize the content of this lecture style presentation. The audience was extremely large, which perhaps attributed to its silent nature. Additionally, the room was extremely cold (over-active air condition) which most likely had an impact on participants. The session concluded with a request from the session facilitators to have the participants fill out a Profile Scale. This instrument directed the participants to review the tasks associated with each of the three major Teacher Corps components (Community Education, EPDS, and Project Administration/ Management and indicate via a 5 point libert scale (1 = Not at all . . . 5 = to a great extent) their degree of involvement in each task. Appendix F contains a copy of this Profile Scale.

Program Development Specialists role group

Attending were 11 Program Specialists, and two Team Leaders. Dr. Vargas began the session by saying that its aim was to establish a commonality, to find a shared theoretical base among the different groups represented. Finding what kinds of designs the individual projects, and role groups hold in common can help in solving individual problems.

One of the participants asked what would happen in the sessions that day. Dr. Vargas replied that the morning session was to develop a shared framework for the Network. Then in the afternoon the discussion would center on the way in which individual role groups could fit into that framework. The second afternoon session was designed so that individual role groups could share the results of their discussion with members of other role groups.

After this each of the participants introduced himself/herself. Dr. Vargas stressed the fact that his role was to facilitate discussion rather than to make a presentation or to lead a discussion.

Dr. Vargas then presented a graphic illustration of a model for the Texas Network which he said the National Teacher Corps did not necessarily use or sanction. He said the Texas Network had been "toying around" with the model and that the participants in the role group session should feel free to object to, and refine the model as it applied to program development specialists. As the participants knew the Teacher Corps has several goals (e.g., improving the educational climate), but he asked what individual participants say as the goals of their own projects.

Several participants answered the question with varying goals and varying levels of specificity (one PDS said her project wished to help institute a field-based M.A. program). Each of the participants who answered, however, in someway stressed a hope that the Teacher Corps project have an impact on the community which would survive even after the project itself had ended. One participant stressed the possibility that the University, the teachers, and the community would continue to work together. Another talked of developing the leadership potential in San Antonio, and developing a model of cooperation between the elected Community Council and the administration of the School District. Dr. Vargas summarized by noting that although the comments had shown many different emphases, the projects did share some bases (e.g., each project had to deal with three components: the University, the School District, and the Community).

The discussion then began to focus on community education as one aspect of the projects which would help to ensure some continuation of project goals after the project had ended. One of the participants asked how many projects had started community education programs. Dr. Kantz (San Antonio) said that the answer would depend on the definition of "community development." It could, for instance, mean anything from Public Relations to teacher involvement in the community.

A participant asked how this fit into the Network Model. Dr. Vargas answered by saying that there were three principal components in the model: The Community, the LEA, and the project administrative management. Dr. Kantz said that the problem with the model was that it presented the parts as discrete elements when they are not separated in fact. One participant then noted that the definition of community involvement might depend on the needs of the individual community. Dr. Vargas pointed out that a need still existed to develop a commonality. The participant responded by saying that there might be different circumstances and yet one commonality (e.g., commonality: low-income, different circumstances: need for parenting education).

Dr. Vargas said that community education means greater involvement of the community in education, despite the individual needs of communities. He pointed out that the projects need a model to document successes and failures, and that he had noted thematic elements in the discussion (e.g., need for multicultural education).

A participant asked about the level of community involvement in individual projects. The level of involvement varied from project to project and even within projects on specific programs (e.g., the Laredo project had a great deal of success

30

with their two language education program). Eventually the question of community involvement/education began to focus on the relationship between the community and the individual school board. A participant pointed out that the need for and existence of the Teacher Corps showed that the theory behind school boards (community representation in education) did not work in practice. The participants generally agreed that school boards were not working.

Here a participant raised the question of what exactly education meant, was it different than a job credential. Someone noted that school provided a credential for entering the mainstream of economic life rather than education as its own goal. At this point someone asked "Is community education political education?" The group tended to divide on this issue as follows: Some of the participants thought that some political education was a necessary part of community education, that if communities are to improve the education of their children they must learn (be taught) how to deal with groups like the Board of Education. Dr. Kantz pointed out that in the last 40 years in his experience, the communication between schools and parents of children in large school districts had drastically decreased. He said that in Texas 25% of the students are in seven school districts. He also thought that changes in the educational and economic levels had contributed to the problem, that poverty was the real problem. He stated that community education is the most vital part of the Teacher Corps program and asked "Isn't it the responsibility of the IHE and LEA to provide education about political governance to the community?"

Other participants disagreed (in particular the participants from Houston). They thought that the extent to which political education was necessary and desirable depended on the size of the district. One of the Houston participants suggested that more basic kinds of education rather than abstract concepts might be more desirable in districts so large that no small group could have much influence on the School Board. Dr. Kantz said they were not abstract. The Houston participant responded that it depended on the need.

In summary, the participants agreed that community education was a primary aim of the Teacher Corps projects, but they disagreed (sometimes strongly) on the definition of "community education." Everyone stressed the need to find ways to ensure the continuation of Teacher Corps goals after the end of the projects.

Directors role group

Session began with Diane Jones (DJ) passing out a questionnaire asking each Program Director to indicate their degree of personal involvement in each of several areas (see Appendix F for a copy of this instrument). No names were to be given on the questionnaire only on indication of whether the project director was working on a Project 78 or Project 79 program.

The purpose of the questionnaire is to start on the process of generating a role description for this group of project directors - that being one goal of this conference for all of the role groups.

Diane presented an overview of the collaborative model: Institute of Higher Education, Community, Community Services Agencies, and Local Education Agency. Each of these four areas was broken down and reviewed in finer detail.

The Project Administration Management scheme was presented as comprised of Planning, Implementation, Documentation/Evaluation, Demonstration, Dissemination. DJ explained that there was some controversy as to whether demonstration should be replaced with institutionalization as demonstration is more a part of dissemination.

The full schemata for Teacher Corps projects was then presented. The purpose of this schemata perspective was to begin the identification of responsibilities for tasks as they are specific to the various roles within a project.

The role of the project director was then discussed in terms of its relationship to the policy board. The project director should not serve on the policy board. The project director can and has often in the past served as facilitator for the policy board sessions. The policy board is the governing body of the project.

Diane asked for discussion of problems in this relationship. It was noted by some directors that board expectations for director involvement varies from one project to the next. But, in general, there were no great problems noted. Diane noted that there is great variance across the country as to the degree of involvement although seldom is it the case that the policy board is active in day by day functioning of the project.

The question was raised as to what kinds of issues generated the need for "policy" decisions within projects. Some directors volunteered their experiences: internal and external communication; documentaton; intern absences; vacation and sick leave policies. (These were areas in which LEA policy was different from Teacher Corps guidelines). Some projects attempt to limit policy decisions (at least formal ones) to those areas where there are no policies in existence or policies are in conflict.

The question was raised by one director as to how very busy people (who are the policy board) are able to meet on a regular basis and act on policy. D.J. pointed out that first it is required, i.e., required as part of the Rules and Regulations. Second, they don't really have to meet that often (one meeting every two or three months is not uncommon). Rotating the site was one suggestion. Alternative contexts as well (e.g., breakfast meetings, etc.).

Some useful brochures: "Three Perspectives on the Policy Board" and "What Teacher Corps Is" were also highly recommended in clarifying the role of the board. Both of these are available from within the local project or the Network office.

The question was raised as to who makes Teacher Corps project staffing and salary decisions. DJ responded that personnel matters are the prerogative of the Policy Board. Institutional policies need to be observed to comply with the due process.

With respect to documented decisions of the Policy Board, how should these be reported? DJ suggested that this is a decision of the Policy Board to establish guidelines.

Community Coordinators role group

Nine persons and the Community Facilitator were in attendance. Most of the group indicated that they were Community Coordinators; one individual indicated that she was a community representative.

The first half hour of the session was spent in an overview of the major components of the Teacher Corps program and their respective functions. The facilitator's interpretation of her information disseminating role and of the mixed nature of her audience (i.e., first and second year project representatives, public school and youth advocacy programs) required a common base of information. In this respect the session was redundant for second year people who for all practical purposes were reinitiated into the project. Several comments were made in asides during and after the morning session to the effect that Network conferences of necessity cater to the lowest (i.e., least informed) common denominator. In this vein the most common expressions of role strain were either "My project isn't like that," or "I already knew that stuff."

The following are a list of the participant questions brought up during the course of Ms. Jimenez' presentation.

Community Coordinator from TSU (CCTSU all future notations will follow this abreviated format): Where does the Community Coordinator fit between the role functions of the LEA Coordinator and the Community Chairperson?

How does LEA inservice differ from the education we give the community?

This prompted discussion concerning the need for a community inservice component to help community people lacking in skills needed to serve in Teacher Corps projects and function on a peer basis with LEA and IHE professionals. There was an underlying theme of community manipulation by LEA and IHE components. These two components control information regarding budget and project guidelines; the community component is generally the last on board, has the least skills and exercises the least control in terms of budget, the hiring and firing of personnel, etc.

Facilitator: The model should include provisions for inservice to community people.

LEA Liaison from NTSU: What happens in cases of overlap between community based education (CBE) and inservice for the LEA and IHE faculties?

Discussion: Occasionally LEA inservice included topics which community people wished to attend. Attendance was denied in all such cases. Why is it necessary to maintain separate training for community people and other component staff, Permitting community attendance would not only save on program budgets but increase rapport between the community and other components (i.e., IHE and LEA).

What is the difference between planning and implementation; there seems to be quite a bit of overlap.

Discussion: Focused mainly upon the overload that all participants were feeling as a result of conflicting obligations, meetings, meeting times, having to write proposals, plan and implement all at once, educate the community, etc.

Facilitator: Cut off the interchange with the comment that each phase of the project involved demonstration either to Washington or to some component of the project. Remember that the telescopic foci of all five project products (improved school climate, institutionalization, etc.) are to improve the education of kids in the classroom.

Question: To plan and implement properly we need to include all of the project components. How do we get the LEA and the IHE involved in our problems?

Discussion: The community coordinator really straddles the fence between the community, the LEA, and the IHE. We have too many meetings, no power, etc.

Facilitator: Went into a discussion of the underlying themes of community based education, i.e., multicultural education, individualized education, education for exceptional children, and community participation in education.

Participant discussion: What precisely are roles we can exercise in the project? Can we hire and fire community project personnel, secretaries, etc.? Can we hire and fire LEA and IHE personnel who are working with the project? What training opportunities do we have to find out what our roles are? What are the other role groups doing this morning?

Question: "I feel excluded, CBE is all I am allowed to do. What is CBE anyway? Is it just extension education or do we really go into the community and train people? Who directs the community council training? What resources are available? From what posture do I talk to the other project components (i.e., what power do I have)?

At this point the session adjourned for lunch.

Community Council Chairpersons role group

Nine (9) participants, most of whom were chairpersons, met with the facilitator. Among the locales represented were Dallas (North Texas Project), Laredo, Fort Worth, Prairie View, Houston and Lubbock. One participant was a Teacher Corps Intern attending on behalf of his Community Council Chair. One participant was a vice-chairman. The remainder of the participants were Community Council Chairs. The participants represented both Project '78 and Project '79.

The facilitator outlined the purpose of the session, which was to cover the total structure of Teacher Corps and its component parts and how the Community Council Chairpersons fit into it. Using an overhead projector, he presented a series of diagrams summarizing the following:

(1) The four interacting components of a Teacher Corps project - Community Service Service Agencies, the Community, the Local Education Agency (LEA), including the Public School District, and the Institution of Higher Education (IHE), including the College or University Department of Education;

(2) The Educational Personnel Development System, which breaks down into four components: Regular Inservice, including the elementary school, middle school, and high school, Formal Inservice, Preservice Intern Training, and University Faculty Development;

(3) Project Administration Management, which includes Planning, Implementation, Documentation/Evaluation, Demonstration and Dissemination;

(4) Community Education, including the Feeder System Effort and the Individual School Community Effort.

The following points were made by the facilitator with respect to the first diagram.

(1) The LEA component takes in the school district which has a feeder system including a grade school, a junior high school, and a high school.

(2) The Community component is represented by an elected community council which will develop special programs in the community and community school and will oversee them. The Community Council Chair sits on the Policy Board along with representation from the two other components.

The following points were made by participants in discussion of the first diagram:

(1) The Policy Board, made up of representatives from the community, the LEA and the IHE, tends to be dominated by the non-community components since the representatives from the LEA and the IHE often act in concert. The Community Services Agencies component could help to balance this situation.

(2) Only the North Texas Project in Dallas has a community service agency, Youth Advocacy, a program -- one of only 10 in the country like it -- aimed at dealing with youthful criminal offenders.

(3) The Policy Board can expand itself as it sees fit.

The following points were made in discussion of the second diagram:

(1) The Youth Advocacy Program constituted a wider inservice network in that its decisions impacted three components of the diagram, not just two.

(2) The LEA has inservice resources by way of its staff, budget and organization.

(3) Preservice Intern training was done through resources from the university.

Concerning the Youth Advocacy Program, one participant asked how much participation there had been on the part of the Community Council Chair in developing the program. The participant from Dallas responded that participation had been very strong. The council had actually interviewed the prospective interns using several survey instruments developed by "one of the colleges of sociology." The point made here was that, as evidenced by this participation, the community overlaps into the development of educational personnel.

The facilitator made two additional points regarding regular and formal inservice:

(1) Teacher Corps fills some of the needs of regular inservice. It could furnish outside consultants for example.

(2) Formal inservice is held on a special schedule by the school district and Teacher Corps together.

The following points were made in discussion of the third diagram.

(1) The Community Council fits in heavily with this aspect of the project (by the facilitator).

(2) The Program Development Specialist (PDS) comes from the college. Participants differed as to how much input the community council had in selecting the PDS. One participant stated that "you have to live" with the staff that the university provides. Another responded that the Policy Board can select the PDS.

(3) Prior to 1978, there was no community council in a Teacher Corps Project. The community council is a new entity. Consequently, many of the inputs in this area (staff selection) have been left out. The participant from Fort Worth stated that the community council wants input into the personnel selection process when the proposal goes in.

(4) During the second year of a project the council can provide a large amount of input into the implementation of inservices and programs.

(5) The community council can be elected for the duration of the project or for a shorter duration. One participant advised against electing a council for the whole duration of the project. The facilitator advised against electing a council for only one phase of the project at a time since this procedure wouldn't ensure sufficient continuity.

(6) Different processes were required by the different projects for making funds available for Community Council activities.

Concerning Community Education, participants shared the different activities their projects had sponsored.

In general discussion before the session adjourned, one participant stated that the Community Council should be formed of people not directly related to the educational field since these persons could have no conflicts of interest. The facilitator offered the opinion that this might be a problem in a big school district but wasn't in a small district.

Documentors role group

Ten documentors were present for this introductory session. After introductions of the facilitator and participants, a presentation and discussion of a model for Teacher Corps occurred. The facilitator described program components as follows.

The facilitator first suggested that one model which could be used to characterize Teacher Corps was that of a culture. Teacher Corps has its own values, language, governing structure, and artifacts. Participants were then asked to draw a picture of a thing which they saw Teacher Corps as. The results included two cars, an apple, a happy person, two octopus (one with an eye of Horus inside), a family tree, a four leaf clover, and a puzzle (disjointed). The point was made that many views of Teacher Corps exist.

The model used for the conference included four components: partnership, program tasks and components, thematic elements, and outcomes. The partnership deals with the question of who; it represents a partnership of the IHE, LEA, and community. Program tasks and components deal with the requirements and work areas: community education, educational personnel development system, (EPDS), and project administration and management. Thematic elements refers to the goals and objectives of Teacher Corps, i.e., the program content: multicultural education, exceptional children, and community participation. The outcomes of Teacher Corps are the evidence and reasons that the program works; such as improved school climate, improved educational personnel, institutionalization of ideas within an organization, and dissemination.

If Teacher Corps is conceived of as a gift package, the partnership represents the wrapped package, the tasks represent the unwrapping of the box, the thematic elements represent the gift inside the box (the contents), and the outcomes represent the reason why the gift was given.

Partnerships normally include the LEA, the community, and the IHE. Sometimes community service agencies serve as a fourth member of the partnership. Each member has its strengths; each engages in a process of give and take and compromise with the others.

The tasks of Teacher Corps were then discussed, based on the narrative script found in Appendix C and overheads found in Appendix D.

A discussion of how each component fit the documentor's role followed. It was decided that the documentor needed to know how each project activity fit into the model. The point was made that the content or specific activities which occur at each site may vary somewhat, but the process involved across projects is quite similar. The documentor needs to look for patterns in the activities and the data collected. Documentors must decide which information is important to document--they do not need to document everything. The role of documentor is more than that of a super record keeper. Documentors are responsible for collecting more than records--they are responsible for monitoring outcomes. Documentors synthesize and analyze data based on records. The model is important to documentors also in considering the impact of the information they collect on the process in the classroom.

A more general discussion of the role and problems of documentors followed. One participant pointed out that everyone in a project can be involved in documentation; it does not all have to be done by the documentor. Another person mentioned that the role of the documentor sometimes resembles that of a detective, and sometimes that of a historian.

The major problem that was discussed was that of documentors reconciling their role as objective documentor and/or subjective project participant. The facilitator suggested that documentors must first recognize the moral dilemma and then try to negotiate the limits of their role from the very beginning. It is then easier to work within those limits. The documentor must try to maintain objectivity, and avoid problems by negotiating them beforehand. The group agreed that ideally the documentor would not have a vested interest in the project, and should not have to be responsible to the project director.

DESCRIPTION OF ROLE GROUP FUNCTIONS
Same Role Groups
October 22, 1979

Note: Just as was the case with previous conference activity, this session involved seven individual role groups meeting simultaneously with facilitators. Each group was given the charge of consensually developing a role definition for their position. The Profile Scale (see Appendix F) was available to assist in this task; its use was optional at the discretion of the facilitator. A deliberate decision was made by the Network to omit documenting (reporting) the results of each of these Profile Scales. This decision was based on two considerations: (1) The Profile Scale was intended to be used as a departure point for discussion only, not to collect conclusive data, and (2) different role groups interpreted and used the Profile Scale in different ways, making reporting and interpretation of the results found across groups difficult and potentially misleading.

Central Administrators role group

The session was attended by eight central administrators and one intern. It opened with an introduction by the presenters. This introduction explained that the session would look at the role of a central administrator in Teacher Corps via a discrepancy model, i.e., first the actual roles played by the administrators present would be explored, then the ideal role of an administrator would be defined by the group. Instructions for reporting in the sharing session were also included in the introduction.

Participants were asked to fill out a role profile scale (see Appendix F) reflecting their current involvement in various components of Teacher Corps. They were instructed to skip areas in which they played no role at all. These results were summarized by the facilitators as follows:

(1) The administrators appear to be fairly involved in community education. A breakdown by project year showed that 1979 project administrators saw themselves as less involved in the community component at this point than did 1978 project administrators.

(2) Involvement in the EPDS was seen as fairly high for regular inservice, and lessened as preservice and university faculty development were considered.

(3) In terms of project administration, the administrators saw themselves as most involved in planning, implementation, collaboration and institutionalization. As the areas of evaluation/documentation, demonstration and dissemination were considered, administrators mentioned that these were frequently staff functions in which they had a supervisory role. This was more true for larger districts than for smaller districts.

The administrators felt that several things made it difficult to explicate their actual role in a valid way. First, it was difficult to differentiate between their direct involvement, and the involvement of their department which was frequently theirs to supervise but not carry out. Secondly, the difference between the structures of large and small school districts' organizational structures tended to make an "overall picture" a distortion of both. Participants were assured by the facilitators that a "general idea" of roles was all that was needed for presentation to the other groups.

The group was then asked to list the types of roles that they thought central administrators should play, given their areas of responsibility to their districts. The facilitators suggested that two such roles might be initiator and monitor/feedback person. The group suggested the roles of collaborator, disseminator, and facilitator. The facilitators suggested the roles of planner and implementor, to which the group agreed and added the roles of resource allocator and communicator.

The facilitators suggested that the administrators consider their roles in terms of the key words of collaboration, demonstration and institutionalization. This resulted in evaluator, approver, recommender/supporter and mediator roles being added to the roles list. A listing of these roles appears in Appendix G.

The group discussed some of the roles listed in order to clarify their meaning. Parts of the discussion also centered on the way in which each district dealt with the role listed. Evaluator was amended to evaluator of plans and programs in terms of impact on students and "goodness" in order to distinguish it from program evaluation. It was suggested that the implementor role included keeping the program going, and making sure that agreements with outside agencies were carried out rather than becoming involved in the day to day workings of the program. The differences in how Teacher Corps programs came to be initiated in various districts were also discussed.

The list was checked to make sure that all roles fit and some comments regarding what they involved were made. The evaluator, approver and recommender roles were combined into one.

The facilitators asked the administrators to vote for the three roles they saw as most important. The appraiser/evaluator/approver role was seen as most important, and received one vote from each person. The collaborator role was second most important with seven votes, and the initiator role was third, with six votes. The communicator role received three votes, and the facilitator and planner roles received one vote each. The group maintained that roles which had received no votes were still important although they were not topmost.

The final ten minutes was given to the administrators to copy the roles list and to prepare to present it in the sharing groups.

Two areas of agreement between the administrators emerged:

(1) The role played in Teacher Corps by a central administrator is greatly influenced by the size of his/her district and its organizational structure.

(2) The most important role the central administrator plays is that of evaluator/approver/supporter of the program. This is seen as an analysis and decision function.

Principals role group

The group picked up this session where the earlier activities had left off; discussing the participants' perceptions of their involvement in a variety of Teacher Corps tasks. The principle tool used to initiate and sustain this discussion was the Profile Scale. The audience continued to be rather silent and apparently reluctant to talk. The compiled results of this instrument were reported back to the group by the facilitators and group members were asked to add any additional comments or questions they had.

A synthesis of the discussion carried on during this session reveals the following points:

- Principals face a grave challenge in the area of inservice education in their attempt to involve teachers who resent IHE "preaching."

- Input by teachers to inservice education is crucial but too often either missing or ignored. One principal felt that it was his job to "teach the professors" about the real world of public education.

- A project management team, called for in the Teacher Corps proposal, was agreed upon as the most efficient and effective approach to project governance.

- The project management team should include representatives from as many of the Teacher Corps role groups as possible. Several principals agreed that the Director is perhaps the least important person on such a team, because of the mandate for institutionalization. That is, if the Director takes the largest role in project governance, no one else develops the skills and knowledge necessary to take an equally active role. Consequently, when the Director leaves, so does the impetus to continue the program/practice/procedure.

- In reviewing the role of the principal (see Appendix G), the role group participants agreed that perhaps the most pervasive characteristic needed in the "effective" Teacher Corps principal is the ability and knowledge to be a "Teacher Corps salesman."

Program Development Specialists role group

Dr. Vargas began the afternoon session by re-emphasizing the Texas Network's hope that all the Texas projects use the same conceptual model. A few participants asked questions about the model, such as, "Aren't these just givens, by-laws?" Dr. Vargas replied that they are not givens in this translation, in this framework. Someone suggested that it is not appropriate to do frameworks two years into a project. Dr. Vargas replied that the Network thought that some projects began with fuzzy frameworks and that, therefore, this one was needed now. Ms. Cohen asked if the Network had expected resistance to the framework. Was this "new business?" To that Vargas replied that the resistance came mainly from the National Office (the framework is not officially sanctioned by the Washington Office) and concerned some of the components of the framework, in particular, the Network's separation of formal and regular inservice training for teachers.

This comment precipitated discussion of the policy of the National Teacher Corps on paying for courses for which teachers can get college credit. Dr. Vargas explained that the rationale for this policy (that the Teacher Corps projects must design their own courses) was that teachers might use the funding to amass credits or simply enter the program for the credits. The participants, however, seemed agreed that the policy produced problems with the granting of credit for courses (by IHE's), some duplication of effort, and a loss of quality in training and trainees.

After the discussion of federal funding for university coures, Dr. Kantz suggested that the Network's conceptual model did not place enough emphasis on collaborative efforts. Dr. Vargas said that collaboration has to take place across the board. Ms. Cohen said the collaboration has to take place; that is self-evident. Dr. Vargas said it is not self-evident, that there is no model, and that is why the Network needed to develop one. Dr. Kantz suggested that the model had been offered simply as a basis for discussion, not as something the Network said one had to take home and use. But Dr. Vargas pointed out that the major projects for the 3rd and 4th years of the program were demonstration and dissemination, that if there was no model left by the projects, the individual communities might have no way of continuing the programs and continuing the sharing among communities (and within communities).

Dr. Vargas then moved discussion to the main topic of the afternoon session: where the individual role group (PDS's in this case) fit into the framework. He passed out the Profile Tally Sheet (see Appendix F) and asked participants to fill it out according to what they actually did. He said that the participants would then share the information on the sheets.

The participants formed small groups in order to share the information on their sheets. Discussion in one group centered on the lack of, and need for, well-defined descriptions of responsibilities for role groups within projects. Ms. Scarborough seemed to be the only participant who did not have this problem. She said that in her project, workers were divided into groups of three who met once a week to discuss problems, projects, and responsibilities. Responsibilities were well-defined and there was little duplication of effort (although there were a few grey areas). She noted that the fact that her project had a central building for offices helped this organization. Most of the other participants in the group discussion agreed with the participant who said it would be nice to have this written out for each person.

When the participants returned to general discussion, they developed a composite picture of what PDS's actually did, using the Tally sheets.

From this information, the participants decided that although it appeared that PDS's performed a great variety of tasks, they could reach a reasonable consensus on the following description of what the PDS's actually do:

1) They are involved in the planning and implementation of inservice training.
2) They have a minimal involvement in University Faculty Development and preservice training.
3) They have a moderate level of involvement with community education.
4) Their administrative involvement is limited to planning, collaboration, and implementation.

The group did not have time to produce a description of what a PDS should "ideally" do.

Directors role group

Due to an unexpected scheduling conflict, there were no members of the documentation team available to sit in on this session. A post hoc attempt was made by the Network Program Coordinator to pull together a synthesis of the group's discussion by talking to the Directors involved, but the resulting description was sketchy at best, and therefore has not been included here.

Community Coordinators role group

The afternoon session began by having all paticipants fill out the role perceptions tally sheet provided by the facilitator. My general impression of the exercise is that few coordinators felt that they had input over and above the management of information passed from other components to the community. This again led to a discussion of roles and possible leverage possessed by the community to achieve parity within the project.

Specific role suggestions from the senior coordinators were as follows: New coordinators will spend at least fifty percent of their time in communication management and facilitation roles. This is partially a consequence of working with an uneducated and low participation skills constituency (i.e., the community) and partially a consequence of the organizational hierarchy and funding process; since the community is often the last invited to participate and does not have an active pre-existing organization of its own to which RFP's can be sent, etc., the community is the last to organize, and feels (and in some cases is) manipulated by other project components in the process of turf defense and the struggle for control over resources.

Specific roles suggested by senior coordinators involved developing a list of existing community resources and resource agencies; defining the community as an institution and conducting the community needs assessment; adding new project directions based upon the expressed needs of the newly defined community constituency (i.e., does "community" include only school parents or all residents and individuals who conduct business within a defined geographic area); developing the community as an institution in terms of training and establishing community action groups; moving from a directive to a non-directive role vis a vis community involvement.

At this point in the process participants decided that their respective periods of service and projects were so different that different types of skill training should be offered based upon the roles required in the development of each project. Some participants, for example, were allowed input into the development of curriculum materials and others were allowed only the coordination of night courses to the general community. In this respect Sauceda continually pointed out that the community had power of the pen as an entry point for developing more meaningful educational roles for themselves. Refusal to sign by the community means loss of money for both the IHE and the LEA.

There seemed to be substantial confusion over the nature of community based education, i.e., as parent involvement, merely the provision of night courses, home/school visitation, skills training for community action, etc. The following suggestions were made regarding CBE. CBE consists of training and services to the general community and council members; the conduct of a needs assessment by and for the community by the council; the coordination of educational activities in the community by the council; the development of community interest in education; the development of a community resource list; technical assistance to community groups in planning and management of projects, the resolution of employment and personal problems, etc; and, knowing the school/community milieu.

This list of activities again raised the question of power and resources available to coordinators in their effort to elicit commitment from LEA and IHE components. "How can I get the schools and the University to do what I see needs to be done in the project? Suggestions focused upon participation in the inservice training of LEA and IHE staff, spending some energy in determining how much control coordinators have over their respective budgets; encouraging field based orientations by the LEA and IHE (i.e., getting teachers and professors out into the community by means of a retreat or some other awareness activity); providing for feedback to LEA and IHE staff during their EPDS sessions as to how they are perceived in the community and what reception is given their efforts; striving for more input into curriculum, teacher training, and intern training experiences, and developing a NETWORK of community coordinators to provide information of mutual interest and benefit.

At this point time ran out and group members rather hurriedly developed the following four product statements regarding community coordinator roles.

1) Coordinators should serve as members of management teams and as members of the planning council.

2) Coordinators should work to ensure collaboration with other project components, i.e., the LEA and the IHE.

3) Coordinators should have a more active role in the planning of project activities (rather than being told what to implement).

4) Coordinators should participate in the writing of proposals and the development of a management plan.

Presenters were elected from the group and the session adjourned for the next round of activities.

Community Council Chairpersons role group

The Community Council Chairs who met in the earlier role group session reassembled. The facilitator passed out the Profile Scale (see Appendix F). The facilitator asked the group to state their perceptions as to their degree of involvement now, as Community Council Chairs, in each of the activities listed. The facilitator gave definitions for categories about which participants voiced questions.

Participants briefly discussed evaluation/documentation. One participant voiced positive remarks concerning documentation.

Concerning dissemination, the group seemed to feel that communication, from one level of a project to another, was a problem, that there was a "communication gap." Two main points emerged in discussion:

(1) In materials being sent inside a project, the language used should be clear, not "garble."

(2) Understanding what one was supposed to be doing was problematic. One participant offered the opinion that the breakdown in communications was at the state or federal level.

The facilitator touched on institutionalization in passing, stating that he didn't know how the group could deal with it.

Following this activity, the facilitator asked the group to suggest a single word encapsulating how the participants saw themselves as Community Council Chairs, and what they saw their job as being. A recording secretary was nominated to take down and report in the small group session. A number of words were submitted by the participants. The words receiving the most group consensus were "negotiator," "motivator," "leader," "politician," and "improvisor." Participants discussed the assertion of one participant that it was necessary "to play politics" to accomplish anything. Opinions were expressed pro and con. Participants also differed on a related issue, that of the effectiveness of a person involved in education in negotiating with the school district for things the Community Council wants.

Discussion moved in the direction of adopting the word "leader" as the single best description of a Community Council Chair but several participants dissented. The facilitator redirected the group by asking participants to make up a sentence describing the role of Community Council Chair and how it fit in with the other groups.

As participants were formulating a sentence, one participant sought clarification of the task by asking, "What is the long-range intent of our efforts today?" The facilitator responded, "Better understanding of what a Community Council Chair is." This query and response were discussed. One participant stated that he had "had to get it on my own." Another participant expressed frustration and confusion as to his role. A strong group feeling emerged from the discussion that the role clarification task was not as productive for the group as sharing experiences with fellow chairpersons. One participant stated he had expected to get some strategies, some "brain-picking" from the role group session. The facilitator attempted to refocus the group on the task at hand. However, the group pursued the suggestion of one participant that a resolution be drawn up stating this need. The facilitator supported this suggestion and agreed to present it to the Conference Planning Committee and the Director of the Network. Another participant suggested petitioning that Tuesday (October 23) be set aside to fill this need. He also volunteered to draw up the resolution and did so.

At the conclusion of this discussion, the group completed the task of creating a sentence describing the role of the Community Council Chair. The sentence is as follows: "A Community Council Chairperson must be: a) a leader capable of removing obstacles from the way of his followers; b) a motivator capable of generating enthusiasm for programs set forth to benefit the community and project as a whole; c) an improvisor capable of adapting to situations as they arise; d) a politician who is capable of reaching and relating to the necessary machinery; e) a negotiator who may negotiate with other agencies for the best interest of the project as a whole."

At the conclusion of the session, the facilitator presented some objections that he felt would meet the resolution. The resolution prepared read as follows:

> The Texas Teacher Corps Community Council Chairpersons do hereby unanimously resolve to request of the Texas Network Board of Directors (i.e., Rubén Olivárez) that Tuesday October 23rd's schedule of activities for Chairpersons be altered to allow said Chairpersons four hours of meeting time to discuss and share job - a - like strategies. In the event that such an alteration of the schedule is not possible, the Chairpersons request a meeting with the Network Board of Directors on October 22nd at 5:00 P.M. to discuss other alternatives (i.e., the creation of a Community Council Chairpersons Network).

Documentors role group

Nine documentors were present. The facilitator raised the question, "What is our role as documentors?" One participant admitted that she really wasn't sure, and was hoping that other members of the group could provide her with some direction. The facilitator suggested some case study books that might be useful, and then pointed out that to a large extent, documentors must create their own role. Individual documentors probably define their role somewhat differently.

The next question raised concerned the difference between documentation and evaluation. One participant suggested that documentation serves as the basis for evaluation; another said that it extends to and includes evaluation. A third participant felt that the main difference is that the documentor provides descriptive data, while the evaluator makes judgements.

A profile of the actions of the documentor includes: observing, recording, reducing and synthesizing data, and drawing conclusions.

The facilitator offered a grid to help participants determine where they are now in terms of the thematic elements and documentation

Project management				
Educational personnel development system a b c				
Community education a b				
	record keeping	formative evaluation	summative evaluation	dissemination

Participants then proceeded to fill out Profile Scales which described how involved they were in program tasks and components at the time of the meeting. Results were then tabulated and shared with the group. The only problem which arose with the forms was confusion over the difference between dissemination and demonstration.

The next topic considered was that of developing role descriptors. Participants were asked to identify the types of information formats they used as documentors. Some that were identified were: summary reports to fit the audience, verbal and written reports to the project staff, newsletters, and files containing documentation records. The responsibilities of the documentor were then discussed. Documentors decided that they hold many roles, especially in terms of the communication system within Teacher Corps. They coordinate documentation activities, keep records, develop forms, and adapt materials. They also serve as a link between SRI and network. Documentors collect relevant descriptive data, act as detectives, monitor program activities, and synthesize information. Documentors also act as trainers, advisors, liaisons, listeners, counselors, and peacemakers. Participants felt that these roles related most closely to project administration and management, but these same qualities and roles were used as tools for community education and EPDS activities.

SHARING OF ROLE FUNCTIONS
Mixed role groups
October 22, 1979

Note: As explained earlier in this report, this conference activity involved the simultaneous meeting of five mixed role groups. Each of the five groups was prestructured by the Network Office so as to include at least one representative from each of the seven role groups attending the conference and at least one representative from each of the ten Texas Teacher Corps Projects. The task given to each group was the sharing of the consensus role group definitions developed in the preceeding conference activity. Appendix G contains a compendium of the definitions presented. Accordingly, a full detailing of the lists is presented in the documentation passage for group A only.

Group A

Sixteen individuals, representing each of the role groups were in attendance. Dr. Vargas began the session by again emphasizing the Texas Network's concern that the projects have a framework for commonalities. He said that although the PDS role group thought this need was self-evident, the issue was not clearly defined across the board. The projects/Network needs to define what they are doing. Within this context one of the things they are trying to do at this conference is to define the functions of the different role groups, to describe the difference between what "is" and what "ought to be," to define where they ought to be going.

The group then moved to the sharing of role profiles. The following lists are the results of the individual role group sessions as presented by representatives of each role group:

Documentors: Responsibilities:

1) Collecting relevant descriptive data
2) Record keeping
3) Communication system
4) Linkage with SRI -- quarterly reports required
5) Coordinating documentation activities -- one person cannot do it all -- must get others to help
6) Developing forms
7) Providing training
8) Advising
9) Monitoring -- implicit in title -- the documentors need to step back and get big picture -- this is soft form evaluation, not fiscal
10) Counselor/liaison -- they don't relish this role
11) Listening
12) Synthesizing
13) Adapting materials for use at local site

It was the consensus of the documentors that each project needs at least a half-time documentor. The documentors see their role as integral to the management of the project, although they do not think the project directors always see it that way. They agreed their purpose is formative evaluation which involves a constant feedback process.

Ms. Jones commented that each project must, according to the rules, have someone who fills the function of a documentor.

Project Directors:

- A) Relationship with Policy Board:
    - 1) Facilitating preparation of agenda
    - 2) Providing information for decisions:
        - -- Programmatic
        - -- Budgetary
    - 3) Liaison
        - -- Teachers
        - -- Other projects
        - -- External contractors
        - -- Advisors

- B) Management with Central Staff:
    - 1) Analyze program (roles and responsibilities)
    - 2) Make recommendations for staff hiring
    - 3) Determination of match between staff hired and roles/responsibilities and line staff responsibilities
    - 4) Assign staff tasks

- C) EPDS:
    - 1) Reassess needs
    - 2) Re-establish goals
    - 3) Design program to reach goals
    - 4) Negotiate faculty and development and inservice program
    - 5) Implementation of program
    - 6) Evaluation

- D) Program Management:
    - 1) Internal and external communications systems
    - 2) Budget allocations
    - 3) Planning
    - 4) Implementation
    - 5) Documentation
    - 6) Evaluation

- E) Community-Based Education
    - 1) Orientation to Teacher Corps outcomes and goals
    - 2) Reassessment of needs
    - 3) Re-establishment of roles
    - 4) Design programs
    - 5) Negotiation of faculty development and inservice
    - 6) Redesign program where necessary
    - 7) Implementation of Program
    - 8) Evaluation

Program Development Specialists:

1) Planning and implementation of inservice training
2) Minimal involvement in university faculty development and preservice training
3) Moderate level of involvement with community development
4) Administrative involvement limited to planning, collaboration and implementation.

Ms. Jones made a few comments after this presentation. She stated that there is no distinction between formal and regular inservice training, emphasized the fact that there is a real role in community-based education for the PDS, and then commented that this role group is the most ambiguous and therefore, needs work.

Central Administrators:

Ideal:
1) Initiator of new/continuing programs
2) Monitoring/feedback
3) Collaborating
4) Dissemination (this task is delegated)
5) Facilitator
6) Planner
7) Implementor
8) Resource allocator
9) Communicator
10) Appraiser
11) Approver } closely related
12) Recommendor/Supporter
13) Mediator -- mostly between schools and university

Principals:

Ideal:
1) Collaborator with teachers -- identify needs, then provide
2) Knowledgeable of program information -- collaborate with director
3) Coordinate Teacher Corps with multiple programs -- involved with planning
4) Planning
5) Rationale
6) Salesman

Dr. Vargas asked if all the principals were in favor of having a role in planning. The presenter answered, no, some principals have negative feelings about having the IHE tell them what they need to do.

One project director noted that she gets different levels of enthusiasm from principals. A principal commented that they are in the middle of everything, often dealing with several different programs.

Community Coordinators:

The presenter noted first that this is a new component.

Ideal:
A) Community Education:
  1) Assist with definition of council's role
  2) Identify training needs and coordinate training efforts
  3) Identify community resources
  4) Provide information base

B) EPDS:
  1) Sensitize university to community needs
  2) Feedback
  3) SDS
  4) Recommend/coordinate community activities (preservice)

C) Administration:
  1) Member of management team
  2) Ensure collaboration and involvement
  3) Coordinate planning
  4) Assure effective implementation

Community Council Chairpersons:

Ideal qualities needed:

1) Leader -- removing obstacles from way of followers
2) Motivator -- generating enthusiasm
3) Improvisor -- adapting to situations as they arise
4) Politician -- reaching and relating to the necessary machinery
5) Negotiator -- negotiate with other agencies for the best interests of the project as a whole

The presenter noted that one problem for Council Chairpersons is a feeling of powerlessness. Another Chairperson noted that they are not satisfied with their current role.

Ms. Cohen noted that the qualities were those that all leaders needed.

After the presentations, no time was left for discussion.

Group B

The session was attended by twenty persons who represented the following role groups: Community Council Chairpersons, Program Development Specialists, Principals, Central Administrators, Documentors, Community Coordinators and Project Directors.

The session was opened by the facilitators, who stated that its purpose would be the sharing of the functions listed by each role group. The facilitators stressed that this was a critical area in that both "bad starts" and continued misunderstandings in projects can result from confusion about roles.

The role of the Community Council Chairperson was presented using the chart prepared by that group. The role was seen to include leading, motivating, improvising, politicing and negotiating. The facilitators asked which of these roles was seen as most important in the Policy Board. The presenter stated that now, learning and sharing roles were critical, but that motivator and leader roles would become more important as the project progressed. She also stated that the Community Council sees itself at a disadvantage in the Policy Board, as all other groups involved are established organizations, while community structures are still in formative stages.

The role of the Program Development Specialist was presented using the profile scale the group had completed. The main emphasis of this group was seen as the inservice area. It was also pointed out that the group had identified a "gap" in the PDS role in that if there is no IHE PDS, the involvement of the PDS with the university remains minimal.

The role of the Principal was presented using a chart developed by the group. The role was seen to include collaboration, knowledge of the program, coordination, planning and salesmanship. The importance of the salesmanship area was supported by the group. One facilitator pointed out that he would also like to see principals assume a role in identifying a needs and rewards system for participating teachers. The need for principals to coordinate Teacher Corps INTO the school was also mentioned by the facilitators.

The role of central administrators was presented using the profile scale and role list completed by the group. The most important role was described as an evaluator/appraiser and approver of programs. One principal asked why the administrators were low on involvement in dissemination and institutionalization. A facilitator answered that this was present roles, and that they might change later. Another participant asked how administrators fit into the evaluation of the program. The response given was that their job was to assess available data in order to make a decision to support or not support programs to the School Board.

The role of the Documentor was presented using group notes. Major role functions included record keeping, facilitating communications and data collection. When asked by the group to elaborate on the communication aspect, the documentor presenting stated that the group saw a part of the documentor's function as keeping track of minutes and memos and assessing the informal system of "who talks to who." One facilitator asked if part of the role of the documentor was to provide process feedback about meetings, communication, etc. to the director. The documentor saw this as something that would be locally defined.

The Community Coordinator role was presented using the group profile and charts which listed roles in the areas of community education, EPDS and administration. The main areas of involvement were said to be planning and implementation.

The director's role was presented via a series of charts which concerned functions related to the Policy Board, to community based education, to central staff management, to program management and to the EPDS. The presenting director summarized the role as one of an overall, day-to-day monitor and overseer. He also stated that the directors saw themselves as the persons who should have the most complete picture of all events occurring in a project. One facilitator asked if all Texas project directors were full time staff. The answer to this question was yes.

The session concluded with the completion of evaluation forms.

Group C

Time schedule conflicts arose so that a documentor was present only for a brief portion of this session with this group. Accordingly, no documentation passage is available.

Group D

The purpose of the session, as introduced by the facilitators, was to have a representative from each of the role groups report on the outcome of his session.

Richard Bocanegra recapped the four basic goals of the Teacher Corps:

(1) Improved school climate
(2) Improved educational personnel development system
(3) Continuation of educational improvements
(4) Adoption and adaptation.

Community Council Chairs

The reporter from the Community Council Chairs read the statement drafted in that role group session.

A participant stated the opinion that the Policy Board was an impediment to the Community Council Chair role. The Community Council Chair representative answered that the chairperson had to deal in politics to get some aims accomplished over the coalition of the LEA and the university.

Concerning being a leader, Bocanegra stated that a good leader gets the community council to assist him; he can't shoulder the whole burden.

The Community Council Chairs' ratings on the Profile Scale were summarized.

Documentors

The documentors' representative presented a list of activities that comprise the documentors' role. Bocanegra stated that a single statement of the role of the documentor was what had been desired. The representative condensed the list to four activities:

(1) Collecting relevant and descriptive data
(2) Communications system
(3) Monitoring
(4) Counselor/Liaison

Bocanegra stated that a documentor was the person in the project that can give an account of what is going on. The documentor, according to Bocanegra, was "the conscience of the project."

The documentors' ratings on the Profile Scale were summarized.

Principals

The principals' representative presented a list of activities that comprised the role of the principal.

A participant commented that the principal did a selling job for the project and thereby increased a high school's participation in it. Bocanegra seconded this sentiment. He stated that the principal can be a powerful determinant in making or blocking the program.

Bocanegra summarized the principals' ratings on the Profile Sheet. Most of the ratings fell in the middle and down to the left. In his assessment, this was a result of the impact of many Project '79 principals. Many of the activities represented on the Profile Sheet occur in the third, fourth and fifth years of a project.

Central Administrators

The recorder from the central administrators presented a list of functions engaged in by persons in that role.

Community Coordinators

The representative from the Community Coordinators' role group reported on that group's session. She presented a list of activities falling under each of the three major headings on the profile scale.

Program Development Specialists

The representative from the PDS's summarized that role group's ratings on the Profile Scale. When asked by a facilitator about a high rating given to the institutionalization category, the recorder stated that the feeling in the group was that if the members were working on institutionalization activities they tended to rate it highly. She also stated that the group tended to give ratings based on the ideal rather than the actual situation.

The Program Development Specialists' representative also commented that the group didn't look on the PDS role as a consultant role.

Directors

The representative from the Program Director's role group reported on that group's ratings on the Profile Sheet. The Project '78 directors gave ratings which fell mostly in the center and to the left of the scale. The Project '79 directors gave ratings which fell mostly in the center and to the right of the scale. He also presented several charts summarizing the Project Director's role in the Policy Board, Community Based Education, Management - Central Staff, Program Management and EPDS.

Group E

Approximately 19 persons representing various project role groups were in attendance.

Dr. de los Santos assumed facilitative leadership and introduced the session. Principals were delegated the lead role in presenting their products. Throughout the session there was relatively low audience participation, due mainly to the lateness of the hour.

The principal's role was defined mainly as that of a communication facilitator, requiring efforts at insuring collaboration among all role groups within the school and coordination across project consituencies, i.e., the IHE, the LEA, and the Community. Eliciting staff commitment was suggested as an important role of the principal given the administrative status he holds within the school. A major source of role strain for principals involved the addition of Teacher Corps programs as one more project which the principal had to fit into an already overcrowded list of federal and state programs. It was suggested that schools were already flooded with people and the inclusion of Teacher Corps related staff sometimes caused "cracks in the dam." In this respect the principal had to exercise extra effort as a PR man, selling the program to staff, parents, etc. This PR effort is especially hard when the program is seen as "laid on" by the central office and when principals are not included in the initial planning of the project. Fitting in time for Teacher Corps meetings was suggested as an additional source of role strain.

Project directors were represented by the Director of the El Paso/Canutillo Project. She read the composite definition of what a Director does (see Appendix G).

Someone then asked what steps had been made toward redefining traditional faculty reward structures to provide more incentive for faculty involvement with community development projects. Directors responded that promotion, tenure and merit criteria had been redefined to include participation in such projects as indices of accomplishment.

Central Administration roles in the project were then given (see Appendix G).

Educational Personnel Development Specialists were in agreement that projects were unique and required individual interpretations of priorities and guidelines. Their representative suggested that principle goals were to motivate teachers toward improved performance, help improve school climate through technical assistance, and to develop a PDS Network in order to provide mutual assistance and support. Specific requests were for greater input into inservice planning and implementation, increased input into faculty development, the creation of a community development system including improved articulation among components, and more time for planning and collaboration with other project constituencies.

There was some unresolved discussion concerning different interpretations of community based education, community education, and community involvement.

The Teacher Corps Directors decided that they were responsible for seeing that a number of project functions are carried out. Some are shared responsibilities, and some are delegated to others, but the directors have overall responsibility. Role definitions were broken down by task areas. In terms of community education and the educational personnel development system, roles include: orientation, reassessment of needs, reestablishment of goals, design of the delivery system/program, negotiation, public relations, implementation, and evaluation. Directors also have a number of responsibilities in the areas of project administration and management. Directors analyze program needs before staff are hired, make recommendations and hire staff, and match staff to positions and specific duties. In terms of program management, directors act as coordinators, maintain communication, allocate budgets, plan, implement, and evaluate the project. They also facilitate preparation of agendas and provide information to the board on which they base decisions. Directors act as liaisons with federal program officials, and make sure policies are carried out.

Central school administrators agreed on several key roles related to plans and programs: initiator, collaborator, evaluator/appraiser, approver, and recommender/supporter. Other roles were identified which central school administrators may have or may delegate to others depending on the size of the district involved: monitor/feedback giver, disseminator, facilitator, planner, implementor, resource allocator, communicator, and mediator.

Program Development Specialists felt they were most involved with inservice planning and implementation in terms of the educational personnel development system. The variation of roles in the area of community education is great. Depending on the program's organization, the program development specialist may serve as a resource person to the program coordinator. Program Development Specialists play a role in planning and collaboration in administering and managing the program. This group spent a great deal of time grappling with the model and discussing individual projects. They discovered that the Program Development Specialist is sometimes given a different title, but the role always seems to be there in every project. They also felt that some projects are involved in community education only, some in community-based education, and some in both.

Documentors decided they hold many roles, especially related to the communication system for Teacher Corps. They coordinate documentation activities, keep records, develop forms, and adapt materials. In addition, they serve as a link between SRI and network. Documentors collect relevant data, act as detectives, and monitor program activities. Additionally, documentors synthesize information, and act as trainers, advisors, liaisons, listeners, counselors, and peacemakers. Documentors felt their relationship with other project personnel was one in which they were a sort of all-seeing outcast. One problem that was identified was that of fulfilling more than one role--many documentors are only working half-time at that role, and spend the other half of the time fulfilling another role in the project. This situation can cause conflicts. The other major problem mentioned was that the documentor should not be responsible to anyone in the project directly but is--this can affect the quality and nature of his/her work.

Concluding Activity
October 22, 1979

All conference participants met to hear announcements of general interest and summaries by presenters of skills training sessions to occur the second day of the conference, October 23rd.

Dr. Rubén Olivárez, Director, Texas Teacher Corps Network, announced that directors and any member of the Planning Committee that wished to were to meet with the Community Council Chairs who had some special requests.

Dr. Roger Pankratz, Consultant, Site Specific Technical Assistance Center, outlined his skill training session, "Management Strategies for Institutionalization."

Dr. Roberto Pérez, Program Development Specialist, St Edward's University, spoke about the skills training session entitled "Clinical Supervision Methods" to be presented by Dr. Robert Elmes of The State University College at Buffalo.

Dr. Robert Houston, Associate Professor, The University of Houston, gave a brief description of his skills training session "Needs Assessment Techniques and Inservice Education."

Dr. Gary Weibly, Texas Teacher Corps Network Program Coordinator, described the two community skills training sessions to be given: "Developing and Using Community Resources"by Dr. Clifford Whetten and "Communications Skills Development" by Dr. William Davidson from the Region XIII Education Service Center. He also stated that a one to two paragraph description of each session would be available the following morning.

Participants were reminded to fill out their evaluation forms. They were also informed of schedule changes for the next day and of an evening social.

"Clinical Supervision Methods"
Dr. Robert Elmes
October 23, 1979

Note: Several of the skill training sessions carried out on day two of the conference involved the use of prepared materials, books, resources, etc. In each documentation passage, the specific reference is mentioned, but due to space requirements, copies of referenced materials have not been included in this documentation report. Interested readers may contact the presenter or the Network office if they wish to locate copies of these materials.

Overall attendance: morning 29 Principals, Supervisors, and PDS's; afternoon 16. Dr. Elmes began by warning the participants that today's sessions would involve four hours of work at teaching/learning skills. He said that the sessions would be based on the "Santa Barbara Instructional Supervision Training Program," which is normally 45 hours long. He hoped the skills he had chosen to work on would be helpful to the participants. The program is based, he said, on the concept of supervision as a helping relationship--not "snoopervision." They would work on Communication and observation skills.

The first task for the day was to read "Reading 5: Communicatin Skills" in the book of readings distributed to participants. This reading explained and described five basic communication skills: Asking clarifying questions, paraphrasing, perception checking, offering information, and active, attentive listening.

Dr. Elmes commented that these skills were not intended to help with evaluation.

Next, the participants did an exercise in role-playing which was designed to enable them to practice the communications skills described in Reading 5. The participants formed groups of three; the roles were: supervisor, teacher, and observer; each participant played each role once.

After the exercise, Dr. Elmes opened the session for discussion. Two principals noted that often when they asked a clarifying question (e.g., "What do you mean all the students are acting up?"), the teacher would get defensive, even hostile. Dr. Elmes answered that that might be the result of the old idea of supervisor (principal) as snooperviser. The principals needed therefore to get their teacher to the place where they understood that the principal was there to help them. He agreed, however, that teachers were not used to that idea.

Another principal asked how principals let a teacher know that they are supportive -- asking for a declarative sentence didn't do that. Dr. Elmes replied that it did because it asked the teacher to clarify/specify the problem.

A principal asked about teachers who need to "dump" when they talk to the principal. Dr. Elmes said "don't let them dump." The next reading would work on developing teacher autonomy. Principals want teachers to be able to solve their own problems as much as possible.

Mr. Church noted that the reality in Texas is that a gulf exists between teachers and administrators, probably a function of the three year tenure process. Dr. Elmes said he had to give "a cop-out" answer to that question. He simply could not work on that kind of skill today; principals must work on it as individuals.

A participant noted that a principal was there to help teachers and students and that sometimes those roles conflicted. Elmes replied that it is part of a principal's job to judge the situations, and for that he needs evidence. That is the place where clarifying questions are needed.

Next the participants read readings 8 and 9. Reading 8, "The Interpersonal Effect of Responses" which discussed the effect of different kinds of responses in "freeing" or "binding" a teacher to effectively communicate his problem, and understand it. Reading 9, "Intern Autonomy and Professional Development" discussed the value of enabling teachers to solve their own problems as much as possible.

After the reading, Dr. Elmes noted that one cannot split hairs on these things. A principal should not have negative feelings about binding statements; sometimes they are necessary (e.g., it is necessary ocassionally to give directions). The aim is to be a principal without being authoritarian.

The participants then read Reading 12 "The Use of Behavioral Language" which discussed the difference between behavioral and judgemental statements. It also demonstrated the value of behavioral statements in helping teachers become better teachers. Afterwards the participants did the exercise in reading 12 which asked them to differentiate between behavioral and judgemental questions.

Before the lunch break Dr. Elmes noted that every team leader in the nation has been trained in these skills and has all the materials from the Santa Barbara program. He suggested that principals might want to confer with team leaders about learning more about the skills and teaching them to others.

After lunch, Dr. Elmes noted that they were trying to develop some materials for training principals in leadership skills. In these they were concentrating on generic skills (e.g., being direct) which would cut across the board. They could not, for example, do school law because that varied too much from state to state.

Dr. Elmes then played two tapes which demonstrated the difference between binding and freeing responses on the part of a principal in dealing with a teacher's problem with his students.

Next, the participants read reading 19, "Behaviorally Defining the Area of Concern" which discussed the description and value of behavioral definitions. The text noted that "behaviors must be objectively described so that they are: specific . . . observable . . . and free of any evaluative component." The participants then did the exercise in reading 20 which was designed to help them learn how to take a general area of concern and define it behaviorally.

Dr. Elmes had the participants read two final readings. Reading 23, "Establishing a Base Rate or Setting a Criterion" discussed the necessity of setting a base from which the supervisor and teacher can work to improve an area of concern once it is defined. Reading 28, "Systematic Observation," described the way in which a supervisor can systematically observe behavior in a classroom, and discussed the value of such systematic observation.

The training sessions did not really work toward finding areas of agreement. In summary, however, one could say that if the participants observed Dr. Elmes behavior well, they would have seen a good example of the kinds of skills he was trying to teach. Most of the participants seemed to react favorably and enthusiastically to the sessions.

"Needs Assessment Techniques and Inservice Education"
Dr. Robert Houston
October 23, 1979

Dr. Houston was not informed of the schedule modifications (see Appendix E, attachment 3) so he was late in arriving to the session. Dr. Bob Perez took the lead in inviting participants to share their objectives in coming to the session and what they expected to be able to do as a result of participation. Individuals from various projects shared some of the problems they are facing.

This early discussion focussed on the timing of a needs assessment: That is, how valid may a needs assessment done a year prior to program implementation be? This concern was shared by a number of the projects. It was suggested that long range needs assessments focus on generic/program needs while individual concerns be the focus for later data collection efforts. The generic assessment can form the context for the tying into individual concerns.

The question was then raised as to instrumentation and the needs assessment. Do projects develop their own? Do they adopt from other projects? Bob Perez suggested that **the** Texas Tech project had developed a good needs assessment project. He also stated that the Network has developed and disseminated a needs assessment package based on work done at an earlier UT Austin Teacher Corps Program.

Dr. Robert Houston arrived at 9:45 and was filled in on the group's activities up to this point. He just took a quick survey of the roles of the individuals attending as well as whether they were Project '78 or '79. He then asked that everyone consider the following: "What if you were asked to do a needs assessment tomorrow - what concerns would you have?" The participants were directed to list these concerns on a sheet of paper. Next, they were asked to list those things that they would like for him to cover today at some point. Those were to be collected before the lunch break.

Dr. Houston then distributed a needs assessment plan that was to be used as a guide for the day's activity. The following passages refer to various sections of that plan.

What is a needs assessment?

Kaufman (1972): The difference between what is and what should be is the "need" in a program. Most of the literature in "needs assessment" relates to comprehensive issues whereas the topic for today's session will focus on needs relative to personnel development. It may well be that the second focus is embedded in the first but these are two different perspectives involved.

What is desired?

This can be determined (and should be) in a variety of ways. For example, through task analysis of effective teaching, through conceptual models, and so on. There is a distinction made in the issue of what is desired in terms of what the ideal is (abstract from any reality) and what might be (which is adjusted to the real context in which behaviors are to occur). The focus in determining what is desired should be on what might be if it is to be successful.

One of the problems in needs assessment relative to needs assessment is the implicit assumption that all teachers have a desire to be professional. This is not necessarily true. Dr. Houston shared the results of a study he worked with at Michigan State called the Teacher Stance Study where 100 or so teachers were followed from their sophomore year in school to their second year of classroom teaching. Based on the data collected, seven types were identified (characterized) at the end of this period:

1. Child Power - at the level of kids
2. Task Power - at the level of activity - achievement is focus
3. Pragmatist - politician, knows what's expected, etc.
4. Contented Conformist - happy with being told what to do; school is work
5. Time Server - does not believe school is a professional center; best discipled classroom. Control but not learning motivated.
6. Ambivalent - never quite know what they believe
7. Alienated

A full report of this data may be found in Phi Delta Kappa, January 1974. The child focuser is likely to be the least highly regarded among those in authority. In doing a needs assessment we cannot assume that all teachers are professionally motivated.

Dr. Houston reviewed some of the errors in conducting a needs assessment and then asked for questions from participants. The question was raised as to the adequacy of the data base with which we must work. Is the guideline to be used similar to that of a strong research design? The response was yes. The characteristic of good needs assessments is the quality of focus; that is, a needs assessment evolves in stages with an effort at each stage to focus more intensely on issues that have surfaced from previous stages of inquiry.

Going Through the Decision Making Process

How to go about the decision making process - some alternatives

1. Ranking Goals
    A. Using ratings 1 - 5 on each objective
2. Rating Goals
    A. Sorting goals into priorities where there is a maximum or a minimum in certain categories
    B. Using markers in another way.
    Directions: (1) Place an X in column 1 for those which are more important
    (2) ..(5) if there are certain goals which are more important than any other place an X in the next column

The audience then broke into small groups to work through an exercise in the booklet. Each participant was assigned a goal to rate in the cross purpose matrix. They were then required to (1) rate to what degree the achievement (100%) of that goal would affect the other goal areas, and (2) rate to what degree the achievement of the other objectives (100%) would effect their goal.

Such a cross purpose analysis allows us to look on goals or solutions in relation to one another.

The buzz session and fish bowl techniques were reviewed briefly as well as the Force Field Analysis and The Delphi Technique.

The booklet was read through by Dr. Houston, highlighting important areas. The strengths of different instruments were discussed. Dr. Houston continued in this fashion, leading the participants in a review of the information contained in the materials he had distributed. Very few questions were asked by the participants and the concerns outlined in the morning session were not addressed.

"Management Strategies for Institutionalization"
Dr. Roger Pankratz
October 23, 1979

A total of fourteen persons attended the session. Role groups represented included directors, principals, program development specialists, central administrators, and team leaders.

In his introduction, the presenter stated that the Management for Institutionalization Skills Training would center on three main areas (1) The Change Process, (2) Planning for Amendment Time, and (3) The Project as a Temporary System. The presentation which conveyed information on each area used mainly a lecture format, along with charts and overheads. Handout 1 (Managing the Planned Change Process) and Handout 2 (Useful Processes that Promote Institutionalization - Draft) were given to all participants at the beginning of the session.

The presentation began with a review of the definition of institutionalization presented in Section B of Handout 1. The presenter stated that the definition given makes several assumptions. The first is that the program or practice to be institutionalized must be specifically definable, i.e., it must have components that can be recognized easily and are agreed upon by participants. Examples of some projects and their components were presented. A second assumption of the institutionalization process is that a Teacher Corps structure has been established. This structure would include Community Education, School, EPDS and IHE components, a project staff and some structure for collaboration such as a Coordinating Council.

The placement of institutionalization within a five year cycle was also presented. The presenter suggested major by year tasks as follows: Year 1 - Planning, Year 2 - Implementation, Year 3 - Refinement, Year 4 - Institutionalization and Year 5 - Dissemination. It was emphasized that all processes should go on at all times and that the year by year schedule might represent main goals.

The characteristics of institutionalization shown in Section C of Handout 1 were presented and discussed. The presenter stressed that routine use is probably the most critical goal.

The stages of institutionalization shown in Section D of Handout 1 were presented. These stages were seen as sequential, i.e., each needs to be accomplished before the next can go on. If a stage is skipped, it is likely that a return to it and renegotiation will be needed. The presenter also suggested that the stage hierarchy could be used as a rough assessment tool by projects to see how far into the institutionalization process that they were.

The factors affecting institutionalization shown in Section E of Handout 1 were presented. The presenter's main point here was that not all things can be institutionalized with the same ease. Things that are needed, desired, and involve no attitude change are easiest to institutionalize. In addition, an "open" or flexible organization is an easier institutionalization setting.

The principles regarding institutionalization shown in Section F of Handout 1 were presented, and examples were provided for each. The presenter stressed that in addition to having the characteristics listed, the project that will be successful in becoming institutionalized must be flexible, renegotiate as needed and must deliver the things that it has promised.

In looking at Factor 16 (enhanced project status for participants) one participant asked what incentives for teacher participation have worked for others. The presenter stated that his project used college credit, release time for project retreats, incentive to be a member of a "special" peer group and small "developmental grants" which pair a teacher and an IHE person to prepare materials. A main incentive should also be classroom benefits. One participant added that for some teachers, a chance to be in on the program planning process is incentive enough, and that the chance to develop things that may bring visibility at state or national conventions can also be important.

One participant expressed concern over the delivery aspect vis a vis Teacher Corps projects. She was unsure that it can be promised that things will be "better" for teachers, especially when a large initial time commitment is needed. The presenter responded that at beginning stages, reassessment and renegotiation of this commitment were critical. One principal suggested that it was also necessary to be open to what the frustrations of participants were, and to create an environment where they could be "laid out on the table." One project director stated that the strategy he had arrived at for building commitment was to begin with a small volunteer group and hope that the track record established will encourage others to participate. It was agreed by the group that time commitments were most difficult to get from high school level "subject" teachers.

The presenter passed out Handout 3 (Conditions Facilitating Change) at this point, and said that although it would not be discussed in the session, it might be useful to participants.

The presenter gave an overview of the seven processes that promote institutionalization shown in Section G of Handout 1. Process 1 (defining the program or practice) was seen by the presenter as critical, in that something that is not defined cannot be well implemented, evaluated or institutionalized. Participants discussed what might be done with resistance from various groups at the definition point. The presenter suggested that it must be surfaced and dealt with as fully as possible.

Process 2 (judging the potential for institutionalization) was defined as an organizational assessment process in which norms, communication patterns, administrative support and informal leader support for change are examined. The presenter referred participants to Page 4 of Handout 2 for further information.

The presenter suggested that Process 3 (planning a strategy) is a matter of matching institutionalization to both the innovation and organization involved. Five possible strategies (Integration, Collaboration, Best Available Option, Ownership Transfer and Administrative Fiat) were defined using information provided on pages 7 and 8 of Handout 2, and examples of each were provided.

Process 4 (identifying critical events) was defined as delineating those things which must be done before progress can be made. Handout 4 was used as an example of a critical events calendar.

The presenter stated that Process 5 (planning strategic actions) involved the "political skills" of Cooption, Bargaining, Buffering and Trust Building. These skills were defined and examples were given. Page 12 of Handout 2 was used to provide formal definitions.

The facilitator continued to look at planning by asking participants what went on in their projects before information went to the Policy Board. He maintained that a system which filtered information and allowed for collaboration before the Policy Board level was essential; especially in the amendment process, as the policy board may have time to deal with only the largest issues. The structure which accomplished this in the presenter's own project was described as a series of "task forces," and several participants compared this set up to their own planning process.

Discussion of planning structures was ended, as the time alloted to the morning session had elapsed.

A total of thirteen persons attended the afternoon session. Role groups represented included directors, principals, program development specialists, central administrators and team leaders.

The session began with a continuation of the discussion of Teacher Corps planning structures which had started in the previous session. The presenter asked how coordinating committees were managed, or what other planning bodies were used. One project's representative stated that she was not aware of what the formal process used was. The presenter reiterated that collaboration requires the development of a system that allows for negotiation, and that this development can't simply begin two weeks ahead of amendment time.

One participant asked another what his project's structure was in this regard. The answer given was that task forces which consisted mainly of project staff were used, as were larger management teams. Some concerns about how to start, facilitate and get a commitment from planning groups were discussed, and the need for negotiating a contract which would allow for collaboration was restated by the presenter. The presenter noted that an important part of this contract was insuring that the people who had the power to make decisions would be present at the appropriate meetings.

A participant asked how task force type groups might be used beyond the needs assessment phase. It was suggested by the presenter and participants that the groups could suggest data to collect for evaluation, look at this data, and use all data available to help suggest programs for schools.

An example of how the amendment process might best be facilitated was presented. It was suggested by the presenter that facilitation should include a mapping out of necessary steps and critical events for each step well in advance.

The presenter returned briefly to the topic of processes that promote institionalization, and added the process of documentation of critical events to the list included in handout 1. This process should allow project staff to learn from the way critical tasks are accomplished, and it may be possible to use the documentor in a process consultant role.

The group then discussed the twelve symptoms of common dysfunctions in projects listed in Section H of handout 1. In each case, the group was asked to suggest what might have caused the dysfunction, and what might be done about it. Most solutions suggested centered on early planning for collaboration, clear definition of goals and objectives and renegotiation of project plans or structure. The possibility of using a process consultant was also mentioned in response to sympton 6 (collaboration not working).

The presenter gave participants Handout 5 (Operating the Project as A Temporary System to Facilitate Institutionalization). In the limited time remaining, the presenter made the following points about the project as a temporary system: (1) An organization exists to keep things as they are. The project must create new norms for some groups to institutionalize. This is most easily done away from the organization (e.g., in a retreat setting). (2) The temporary system should be like the new system will be; it should cycle in persons from the permanent system, and (3) A temporary system created by the existing system is the most likely vehicle for change. The temporary system should use ideas from the permanent system, and use the permanent system's norms in dealing with the permanent system wherever possible.

The session concluded with the completion of session evaluation forms.

"Developing and Using Community Resources"
Dr. Clifford Whetten
October 23, 1979

Nine individuals, representing the Community Coordinators and Community Council Chairpersons, met with the facilitator for the session.

The facilitator gave a brief description of his personal and professional background.

The facilitator gave participants a sheet outlining the topic, goal, rationale and objectives of his presentation. He also described the activities to be used for accomplishing the stated objectives. These were to include a film on interagency coordination and simulation exercise in identifying and utilizing a community resource to meet a particular need participants had in their home communities.

The facilitator stated his philosophy as "None of us is as smart as all of us."

Utilizing a question and answer format, the facilitator addressed his first objective. The school community advisory council was defined as a community resource. Its value was described as well as the requirements for its composition.

The facilitator showed a film titled The Community Council: A Reaffirmation of the Democratic Ideal which dealt with the organization, role, and function of the Community Council. In a follow-up to the film, the facilitator emphasized by means of a pamphlet entitled "The Community Council: Its Organization and Function," the fact finding function of a community council. According to the facilitator, what a community council involves itself in needs to be directly related to the K-12 program.

The facilitator stressed the advisory nature of a community council. While not a legal body, it can exert its influence in the community. The facilitator passed out a sheet entitled "The Community Council." The facilitator gave out a sample of community school advisory council bylaws.

Addressing the issue of how to keep the community council going, the facilitator underlined the importance of having a particular role for the council to play and of recognizing both publicly and privately the effects of individual council members. He also stated that the council needed to find out what neighborhoods consider as their needs.

In answering a participant's question concerning how else a council could be motivated, the facilitator identified the key roles of the Community Coordinator and the Community Council Chair. He also stressed having purposeful meetings, facilitated by an advance agenda which should be distributed to council members. Other important points included:

1. "Plugging in" to what council members consider to be needs;
2. Having a successful experience as a council by taking a lesser priority to work on, rather than the top priority which is likely to be the hardest to accomplish.

The facilitator and participants discussed the impact of the council under the Teacher Corps project on other community councils. Participant points included working in conjunction with other councils and bringing new members into the community council either by amending the council bylaws or having ex officio members. The facilitator spoke in favor of having small councils (seven members are dictated by federal guidelines).

Addressing his second objective, the facilitator described four types of community resources besides the council itself. He discussed identifying these resources by means of information gathering forms, samples of which were included in the handout. He suggested developing a Community Resource Profile, a sample of which was also included in the handout, by tapping into social services directories put out by such organizations as Chambers of Commerce and VISTA.

Another method of identifying and using community resources, the block plan, was identified.

The facilitator discussed with participants the community resources a teacher can use. The facilitator and participants discussed the involvement of a council member in calling up these resources.

The facilitator cautioned participants as members of a community council against bowing to the pressure to do something tangible immediately. Participants aired their feelings about getting their councils started. The facilitator suggested the value of an objective-setting session as a way to begin. He also strongly suggested identifying and printing up the procedure a council will use in attacking a problem.

One participant raised the question of how to work with council members who can't read or write. Taping the minutes proved valuable for her. Other suggestions given were films, slides and group discussion.

A participant expressed the need to talk about the roles of Community Coordinator and Community Council Chair. The facilitator responded that there were some general hints but that these roles will differ from project to project. He also questioned the productivity of a discussion without the other project persons.

In the afternoon session six of the nine participants reconvened. The agenda, as announced by the facilitator, was to deal with three topics:

1. Interagency Coordination
2. Parent volunteers and others in the school
3. Simulation exercise.

The facilitator showed a film entitled 2 + 2 = 6: A New Look at Cooperative Community Relationships. The main point of the film was that cooperation between agencies allows for coordination in planning and work and for the integration of programs and services.

Concerning interagency coordination, the facilitator made the point that the Community Coordinators and the Community Council Chairpersons can bring the school and the community closer together.

The facilitator suggested that the group list things they could do as Teacher Corps persons to bring agencies together. In response to a participant's statement that small communities don't have resources, the facilitator stated that a variety of county resources could be tapped.

The facilitator distributed a handout titled "Some Interagency Program Opportunities For Community Schools." He drew attention to the interagency agreement and a method for keeping track of which organizations offered what services.

The facilitator distributed a pamphlet entitled "Developing Interagency Cooperation" for participants to look through in their spare time.

The facilitator answered questions as to his availability from the Center for Community Education to work with local councils. He distributed an information pamphlet from the Center. He also described the availability of other persons in different parts of the state who could serve as resources.

At 2:30 P.M. one participant left the session and another joined it.

On the topic of parent volunteers, the group's consensus was that they should be brought into the classroom. The facilitator passed out a newsletter, "Elementary Principal's Service" describing the possible roles of parent volunteers. Another handout, "The Better Reader Program," described a program involving a contract between parents and teachers aimed at making first graders effective readers. The preliminary findings of the pilot study were indicated of less absenteeism and higher reading scores on the part of the children.

Additional points discussed concerning parent volunteers were:

1. The Community Coordinator or the community council could organize a parent volunteer program.
2. Parents could be persuaded to continue volunteering by giving them something meaningful to do and by praising their efforts.
3. Parent recognition could take the form of an award such as a certificate of appreciation.

Participants discussed the proper role of parents in classrooms and suggestions for handling awards to parents.

The facilitator, due to lack of time, was unable to hold the simulation exercise he had hoped to deliver. Instead, he walked the group through a strategy for holding their own exercise. For this purpose he utilized handouts entitled "Plan for Identifying and Utilizing Community Resources," "Role Identification," and "The Road to Successful Group Planning."

In the discussion, a participant recounted an example of something his community council had worked on (getting a streetlight). The participant observed that doing something for another organization built support for the community council. The facilitator suggested putting items from other agencies in the community council's brochure or newsletter. The participant suggested that the council give feedback to an agency from which you've gotten information.

At 3:00 P.M. participants thanked the facilitator and left to attend a meeting of the Community Coordinators.

"Community Council Chairpersons Share and Exchange"
October 23, 1979

Seven community chairpersons, one community coordinator (Jiménez), and one intern were present at various times during the session.

The Tuesday morning session began in some disorganization, possibly because it was the second day of the conference and because the meeting room and activities were revised from the first day's agenda. Participant interaction during this period was characterized by shared complaints that the conference was not meeting the needs of this particular role group. Their particular problems were not being met: the technical assistance provided by the RCTR was either ineffectual or over their heads (i.e., flow charts and diagrams, when what they wanted were answeres to questions--an excellent example of the problems of adapting technical assistance to the level of client need); meeting times were not convenient--working people should meet on weekends rather than at times and dates that conflict with their jobs; meeting dates should be established for regional meetings and a regional network of chairpersons established; a mechanism should be developed to provide better input for community chairpersons on the Board of Directors. In effect participants were suggesting that they felt left out at the policy level.

Once the meeting was underway the first order of business was to elect a president for chairpersons and a secretary to record the minutes of their meeting. Joe Granado of the Dallas project was elected president and Carolyn Jones was elected secretary. The balance of the discussion after the election consisted of reiteration of the themes noted above, with examples of problems offered by various chairpersons. Granado pointed out that RCTR's flow charts were an inappropriate response to a question concerning interpersonal dynamics in his project and that he had to resolve the problem himself because RCTR was dragging its feet in response to his call for help. Some time was spent criticizing the Profile Scale--directions unclear, not helpful, etc.

The chairperson from the St. Edward's project noted that the chairpersons represented a variety of projects and backgrounds. She indicated difficulty identifying with the problems suggested by the other representatives. St. Edward's was always available and responded appropriately to her requests for assistance. Consequently, problems involving the faculty of the IHE and the community or the schools were irrelevant to her project. Ms. Jiménez intervened with the comment that public schools were not a problem in her project but that the University was either not responding or responding inappropriately in terms of expressed community concerns. She noted that the community was considering the possibility of identifying another university to work with because of Trinity's lack of interest in the project.

At this point four general goals were identified as chairpersons' priorities.

1) Elect and gain Network support for a State Council of Chairpersons
2) Meet quarterly and on weekends to conduct chairpersons business
3) Appoint a representative to attend and have parity at the regional Network Board of Directors' meetings
4) Emphasize to the Network that all conferences should consider the interests of community volunteers who are taking time off from their jobs to work in the Teacher Corps project. Specifically that conferences and meetings should be scheduled on weekends rather than at the beginning of the work week.

At this point it was decided that each chairperson should share their respective experiences with the project to see if any underlying themes might emerge. (Basically the underlying themes which did emerge concerned ventilating role strain relating to interaction, commitment and support from other project components; the need to develop a community mechanism to resolve the status discrepancy of the policy board between the community chairperson; the respective deans of colleges and the school superintendents; the need to make university faculty more responsive to teachers and community needs and to get out in the community; the need to reduce teacher resistance to input from university faculty which they had already had preservice courses from; the need to have more control over their own project budgets in terms of hiring personnel to do community leg work, and so forth.

Suggested solutions to these problems were: to find out more about how the guidelines and proposal worked; to use the power to sign off more effectively; to encourage more peer training and develop a telephone network to help in the resolution of problems; to develop project resource directories and community calendars informing the community of important project events; to use the media more effectively in voicing community project concerns and accomplishments; to take site visits to projects with effective community councils such as the Phoenix project; to appoint a community advisory board representative of the community power structure in order to gain parity with deans and superintendents at policy board meetings; and to gain more input into the proposal writing process. Participants adjourned the morning session with a general consensus that they needed more leverage in the policy making process and that perhaps the best way to obtain such leverage was to explore strategies for gaining control over budget.

Eight chairpersons, one intern and a photographer were present for the afternoon session.

Participants picked up the discussion where they left off, expressing the need to find some way to make Teacher Corps projects fiscally accountable to communities. One participant asked the question as to how other community councils were viewed in their projects. The facilitator suggested that an appropriate response would have to take into account such factors as council assertiveness, and the pre-existing level of participatory skills among council members. This brought about a reiteration of the need for an advisory board indicating support of the council by the political power structure in the community. Some consensus was achieved over the suggestion that community councils were viewed by other components as a cumbersome result of federal mandate.

The Texas Southern representative insisted that she was kept in the dark as to the workings of her project, indicating that she had only received her proposal on the day of the conference and wasn't aware that there was such a thing as a community budget. This again prompted discussion regarding the need for a state, regional and national community chairpersons council, for representation on the Board of Directors, for a better understanding of the limitations and prerogatives of community councils, and for budgetary control.

There was some confusion expressed as to the extent of Network authority and responsibility for the present organizational hierarchy in projects. Some chairpersons seemed to think that the Network director had direct authority over project directors and over the agenda of monthly directors' meetings. This suggestion coupled with the constant reiteration of powerlessness vis a vis community coordinators, LEA's, project directors, IHE's and the local policy boards suggests that chairpersons are still basically unaware of the parity which philosophically exists between project components. The session adjourned at two thirty p.m. with a general consensus among all members that more effort should be expended toward increasing the power of the community council both in terms of project policy making and in terms of truly representing the community rather than the interests of the LEA's or the IHE's. Most chairpersons expressed consensus that too much project control rested in the other project components (i.e., control defined in terms of where the project staff's were housed, how project staff membership was determined, how planning, management and proposal writing was conducted and the timing and processes involved in bringing community representation to the project.

"Documentors Share and Exchange"
October 23, 1979

Ten documentors were present for this session. Three Program '78 documentors shared some of their experiences and ideas with new project '79 documentors.

One of the new documentors requested a brief review of the Project '78 documentors' activities last year. The Texas Tech documentor began by saying that she also held the role of project evaluator. She spent last year reading about and deciding on a definition for school climate; reviewing school climate assessment tools and selecting one for their use; building trust relationships in three schools; and reading about Teacher Corps in general. Eventually, they selected a "school profile" approach to assess school climate. This descriptive method was chosen partly because it was more acceptable to the principals than a discrepancy model. The form used was adapted from the CFK School Profile Instrument.

Another project's documentor explained that they also looked at school climate last year, but in a slightly different way. They collected baseline data last year on a variety of indicators of school climate, such as drop out rates, referral rates, attendance rates, etc. These indicators will then be checked again later in the project. He suggested to documentors that they try to collect all of their data from the schools at once if at all possible; he felt it was better to expand on the demographic information requested and the number of questions asked in one session than to go back and ask the teachers more questions later. He also felt that the schools must be involved in the documentation planning--especially for touchy, hard-to-define topics such as school climate. He also stated that a good firm management plan (or some alternative) is needed as a base to give direction to documentation activities.

The Houston documentor stated that they also dealt with developing assessment for school climate last year. She said that they spent nine months adapting the Hoppin and Croft school climate instrument to fit their needs.

The Texas Tech Project hired a business consultant last year to help them conceptualize and lay out project activities for the year. A Gantt chart was developed which showed all of the activities which were to have occurred during the year. Documentors then used this as a tool to decide what, how, when, and where to document. Actions were based on the objectives and work plan for the year. The chart also helped to show whether activities were on schedule or not.

Another topic which was considered was that of the documentors' role in a needs assessment. One documentor noted that a task force was helpful. In Houston, the team included both the management and evaluation teams last year. The teachers in Houston were asked to fill out a short instrument dealing with their past experience and the inservice they felt they needed most. Texas Tech also used a short assessment instrument. A Task Force then met to discuss the findings and see if they represented their feelings as well. Checkpoints were set up at various points during the year to determine whether the project was still meeting school and staff needs.

One documentor was interested in how inservice requests from groups other than teachers were dealt with. One project provided an audiovisual workshop for aides and clerks. Two projects sent out needs assessment instruments at the same time for everyone. It worked out well for one but not for the other. The problem which occurred was that clerks expected to get credit for classes taken just like teachers. They plan to send out needs assessments separately from now on.

One person asked why teachers and principals sometimes did not know what was to happen in their schools as part of the Teacher Corps program. He felt that documentors should be involved in the planning and needs assessment carried out for the proposal. Others in the group explained that the needs assessment in the proposal is quite general, and that another assessment was needed to tie down the ideas more specifically. The group members did agree, however, that ideally the proposal's needs assessment should involve more staff and be more specific.

The next topic discussed was reporting to SRI. The 1978 project documentors felt that SRI was being much more reasonable and realistic in their requests for information this year. They felt the system was much more workable now, as compared to last year, when SRI asked for copies of just about everything.

Documentation to Teacher Corps was also discussed. This documentation can take many forms. One documentor shared a two page summary report she provided which was basically a short log of events. Minutes and more formal reports and products were attached to the summary. Another documentor provided a more lengthy report to Teacher Corps, which was also used as a work tool for their project.

Alternative methods of dissemination were then discussed, and some examples of reports and newsletters were shared. One documentor said that they attempt to review everyone's work status at regularly scheduled staff meetings. The minutes of the meeting then serve as good documentation. Another project holds quarterly meetings with principals and staff. The first part of the meeting is spent in information sharing, and then training is provided. One project uses weekly activity logs and a quarterly questionnaire. Another asks staff to fill out an activity documentation form for major activities (once during the activity and once after it is completed).

The experienced documentors also suggested some other tips. Use humor in communications like memoranda--sometimes it can get results. Don't fall into the trap of attending every meeting and serving as note-taker. The only meetings which you must attend are those listed in the plan--otherwise, you can select the most important ones. Another communication tip was to avoid sending lengthy reports out to everyone. Create alternative forms of the same report to fit each audience's needs. Keep them short when you can and just keep backup information in the files in case questions are raised. Documentors were advised to keep all copies of memoranda on file as sources of information later.

A list of the materials which were shared was circulated and documentors signed up to receive copies of reports they were interested in.

During the afternoon session, which was attended by nine documentors, the group reviewed a job description for a documentor brought by one participant, discussed some documentation techniques and roles, and shared ideas on completing the continuation proposals.

The group's review of a combination job description for a documentor and evaluator raised questions about acceptable roles for documentation (attached). The group generally agreed that the documentor must set priorities for how he/she will spend his/her time. Then when other time demands and responsibilities are brought up, he/she will be in a better position to say yes or no and justify it. One common example of this is trying to have the documentor serve as an evaluator too. This is not really appropriate. Other documentors have been asked to accept the role of librarian for the project (storing and disseminating all project material) and secretary and note-taker for all meetings. These were also not viewed as appropriate demands.

Group members were asked who served as evaluators for their projects. Some projects had their own evaluators, and two said they used consultants. One project's consultant comes in for two site visits and then compiles the final report. The other consultant is used primarily to help in developing forms and assessment tools--the project staff carries out the activities.

The power position of the documentor was discussed briefly. One documentor stated that in so far as control of information means power, documentors are very powerful people. The group felt that documentors must be tied to management because of their role in the project. The point was made that the documentor has the best overall view of the project besides the director. For this reason, documentors are often asked to assume the role of assistant director when the director must leave. One documentor mentioned that because she had built a trusting relationship with the project director, she was allowed to review his mail and materials on his desk when he was not around. This came in handy especially when the director was out for several days for some reason or was especially busy.

The documentor is usually involved in writing the continuation proposal for second year funding. Although it is called an amendment, experienced documentors found that it was almost like starting from scratch because so many changes were needed. Some documentors are given total responsibility for this task--others take part in a team effort.

DOCUMENTOR/ASSISTANT EVALUATOR

Job Description:

(1) Responsible for project documentation that corresponds to the project management plan:

- (a) observing all processes that lead to stated objectives/goals.
- (b) recording the above processes in a form that will be conducive for feedback, for reporting, and for dissemination/demonstration.
- (c) serving as a source of feedback to the Project Director and other staff personnel.
- (d) providing input to the network on project progress for dissemination and demonstration purposes.
- (e) serving as a clearinghouse for all documents/materials that develop as a result of the processes that occur.

(2) Responsible for coordination between local and national assessment:

- (a) submitting monthly, quarterly, and end-of-year reports to SRI, International.
- (b) submitting an end-of-year report to Teacher Corps/Washington.
- (c) conducting a needs assessment of all participants (IHE, LEA, and Community).
- (d) assisting in the analysis of the results of the assessment and reporting results back to participants.
- (e) assisting in the development of appropriate indicators for assessing school climate.
- (f) assisting in the development of overall evaluation plans for the remainder of the project years.
- (g) assisting in the evaluation of the effectiveness of Year One and the remainder of the project years.

(3) Responsible for supervising various interns in evaluation.

(4) Responsible for coordinating all documentation/evaluation efforts that may be jointly done by other staff members.

(5) Responsible for attending various conferences/workshops that deal with training of documentors/evaluators and that deal with various aspects of the project which affect documentation/evaluation.

(6) Responsible for carrying out other activities as assigned by the Director.

The final point which was made was that documentors should not be afraid to call each other when they have questions. The '78 Project documentors said they called **each other** frequently last year to share information and compare report formats and ask each other questions concerning problem areas and how to handle them. They felt this helped a lot in their work last year, and they encouraged new documentors to carry on with the practice.

"Avon Calling - The Cosmetic Approach to Teacher Corps Projects"
Dr. Mel Sikes, luncheon speaker
October 23, 1979

Dr. Sikes began by expressing his view that kids are dying in today's schools through psychological decimation. The situation must change, but typical cosmetic approaches will not accomplish the task.

In explaining what he meant by "cosmetic," Dr. Sikes asserted that many programs (including social programs) in America have simply covered up problems cosmetically instead of really solving them or ever getting to their roots. One example cited was putting up fancy buildings for poor people without soliciting their ideas or participation, and without ever changing their basic economic situation. Such cosmetic programs, which simply make things look good without solving basic problems, often fail. The motivation behind many urban renewal programs can also be faulted. The government is often considered god-like and above the law, so such things are allowed to continue.

Dr. Sikes asserted that American society is a racist, sexist, non-caring, caste system. Actual practices are antithetical to our basic democratic ideals. Dissidents are shut away--their criticisms covered up or hidden away (another example of a cosmetic ideology).

Americans' attitude has always been that if we don't like the way things are, we can fix them--at least so they look good.

Teacher Corps asks those with power to share it. Power does not give itself up easily. Teacher Corps workers should not expect change to come easily--people may say yes to cooperation and change, but think and act no.

Dr. Sikes felt that Teacher Corps must evaluate itself now and find its own good and bad points. Otherwise the tendency will be for critics to look back at the program after it is over and talk about how it failed. He stated that if Teacher Corps staff really care about mankind, they will evaluate **their** program closely and make sure its resources are used wisely.

Dr. Sikes stated his belief that Teacher Corps can do the job. He urged staff to try to remove the obstacles, rather than to try to overcome them. The potential barriers can be removed if people get involved in the process--change will not come if Teacher Corps staff remain outsiders. Dr. Sikes contended that the ideas behind Teacher Corps are good--but that did not assure success. After all, the road to hell is paved with good intentions. Dr. Sikes also expressed his hope that the schools would become actively involved in the change process, and not just use Teacher Corps' presence as an excuse to abdicate authority for dealing with school problems.

Dr. Sikes closed by reiterating that unless we can see through the cosmetics and honestly review problems, we can never lie down to pleasant dreams.

About 90 conference participants (directors, program development specialists, community council chairs, principals, central administrators, documentors, and community coordinators) attended the luncheon.

CONFERENCE PRODUCT EVALUATION

Most educators feel that the most important use of evaluation (or documentation) information is as a feedback mechanism. That is, the data collected are of greatest value when they are used as an end to decision-making and planning. Accordingly, the documentation efforts associated with this conference will be of greatest value if the results are interpreted in both a summative and formative fashion. These two terms, taken from the jargon of program evaluation, have the following meanings:

Summative Evaluation: A focus on the overall merit of an individual program or product. Typically centers on a close examination of outcome attainment; did the program do what it said it was going to? Summative evaluation is perhaps most useful in determining the "success" of a program.

Formative Evaluation: A common sense approach wherein evaluation or documentation data is collected, analyzed, and interpreted with the purpose of improving the program. In the traditional fashion, formative evaluation efforts are included as part of the on-going effort of a program as a means of providing suggestions for program modification. However, in the case at hand, formative evaluation data refers to that information that contributes directly to the planning process; the information gathered may be fruitfully used to plan for more effective Network-sponsored training activities.

Documentation and evaluation information collected for the Teacher Corps Developmental Training Conference will now be synthesized in both summative and formative fashions.

SUMMATIVE

The primary source of summative evaluation data for this conference comes from the participants' response to the formal evaluation instrument. These data may be used as an index of the overall merits of the conference, as perceived by the participants.

Throughout the course of the Conference, participants were asked to complete a brief questionnaire that requested them to evaluate the workshop session-by-session and as a whole. Although relatively simple in nature, the evaluation form utilized was designed such that it tapped participants' response to six important statements:

- The objectives of this session were stated clearly by the presenter.
- The objectives of this session were clearly met.
- The presentation/discussion in this session was well organized.
- I will use the information/skills that I gained from this session in the coming year.
- Attending this session has been a worthwhile experience for me.
- I would like to attend further sessions related to this area.

Participants used the following five point Likert-type scale to record their reactions to these six statements:

Not at all				To a great extent
1	2	3	4	5

Additional space was left for narrative comments regarding each statement, as well as for comments regarding the overall conference. A copy of this evaluation form may be seen in Appendix H.

The data collected with this form will be summarized in three separate fashions:

- All Participants--that is, the audience's (as a whole) response to each of the conference sessions and the conference overall.
- Project Status--that is, audience response broken down into two major categories; reactions from Program '78 participants and reactions from Program '79 participants.
- Position Status--that is, audience response broken down into several major categories; reactions from each of the role groups present.

The response breakdowns by project and position status were included in these analyses in order to be more sensitive to differential responses to the conference. The resultant information allows for more specificity in planning activities for future training activities; the special needs of Program '78 personnel, Program '79 personnel, and the various role groups.

The analyses summarized in Figures 2-21 were carried out using the Statistical Package for the Social Sciences (SPSS) Subprograms BREAKDOWN and ANOVA (Nie, et al., 1975). The classic default option was used for missing data deletions. The individual sessions and the overall conference evaluations will now be discussed briefly. Only the highlights of the participants' reactions will be presented for each; the interested reader is urged to consult the appropriate figure(s) for a more in-depth summary of any particular session.

Overall Conference

Figures 2 and 3 present the overall conference evaluation ratings from all conference participants, Program '78 participants, Program '79 participants, and participants from each of the seven role groups submitting evaluation forms.

As may be seen by viewing these figures, overall the Teacher Corps Developmental Training Conference was perceived as well-organized, worthwhile, and successful in meeting its stated objectives. These findings are consistent across all participants, regardless of project status (see Figure 2) or position status (see Figure 3). The only exception to this picture of conference support may be seen in Figure 2 which shows a single respondent of unknown project status assigning a low rating to his/her desire to attend further sessions related to this area.

A universal caveat should be made clear at this time. The reader is cautioned, in all instances, to keep the size of the respondent block in mind when making generalizations on the basis of the data collected. Small N's (under 10) should

Figure 2 Participant Reaction to "Overall Conference"
Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (26)	4.35	4.31	4.27	4.08	4.15	4.27
New Project (13)	4.46	4.46	4.38	4.54	4.54	4.54
Established Project (12)	4.25	4.17	4.17	3.67	3.83	4.17
No Response (1)	4.00	4.00	4.00	3.00	3.00	2.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 3 Participant Reaction to "Overall Conference" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (26)	4.35	4.31	4.27	4.08	4.15	4.27
Director (2)	5.00	5.00	5.00	5.00	5.00	5.00
PDS (4)	4.25	3.75	3.75	3.00	3.00	3.75
Council Chairperson (1)	4.00	4.00	4.00	5.00	5.00	5.00
Principal (6)	4.17	4.50	4.33	4.33	4.17	4.33
Central Administrator (2)	4.50	4.00	4.50	3.50	4.00	3.00
Community Coordinator (1)	5.00	5.00	5.00	5.00	5.00	5.00
Documentor (3)	3.67	4.00	4.00	3.67	4.00	4.00
Other (6)	4.67	4.50	4.33	4.33	4.50	4.67
No Response (1)	4.00	4.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

not necessarily be taken as indicative of a truly representative sample of respondents. Nevertheless, the data collected do allow for description of trends and collected perceptions.

TEACHER CORPS: A TASK ANALYSIS

Figures 4 and 5 present the evaluation ratings given to the first of two same role group activities carried out on day one of the conference. As may be seen by reviewing these figures, this session was given a "middle-of-the-road" evaluative review of participants. Figure 4 shows that participants from Program '79 projects were generally more favorable in their reaction to this session than were participants from Program '78 projects. This result does not seem surprising, **backed by** the informal data collected (participant remarks, observational data, and so forth) that indicate Program '78 participants found much of the information presented in this session to be familiar material. A close review of Figure 5 shows that, of those participants evaluating this session, principals tended to be most favorable in their ratings, while the two Council Chairpersons submitting evaluation forms were the least positive in their perception of the session's merit. This last finding is certainly consistent with the overall conference activities which saw the Community Council Chairpersons' petition for an agenda modification at the close of the first day in order to better realize their needs.

DESCRIPTION OF ROLE GROUP FUNCTIONS

Figures 6 and 7 present the evaluation ratings given to the second of two same role group activities held on day one of the conference. As with the first session, participants gave this session an overall "middle-of-the-road" review. Ratings assigned to structure aspects of the session, as reflected in evaluation statements A, B, and C, tended to be slightly higher (more favorable) than ratings

Figure 4 Participant Reaction to "Teacher Corps: A Task Analysis" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (29)	3.96	3.83	3.79	3.45	3.48	3.48
New Project (14)	4.21	3.78	3.86	4.00	4.00	3.71
Established Project (14)	3.71	3.78	3.64	2.78	2.85	3.14
No Response (1)	4.00	5.00	5.00	5.00	5.00	5.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 5 Participant Reaction to "Teacher Corps: A Task Analysis" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (29)	3.96	3.83	3.79	3.45	3.48	3.48
Director (5)	3.60	3.40	3.60	3.80	3.80	3.40
PDS (5)	3.80	4.00	3.20	2.00	2.20	3.00
Council Chairperson (2)	2.00	2.00	2.00	2.00	1.50	1.00
Principal (7)	4.43	4.43	4.28	4.28	4.14	4.14
Central Administrator (0)	--	--	--	--	--	--
Community Coordinator (2)	4.00	4.00	4.00	2.50	3.00	3.00
Documentor (0)	--	--	--	--	--	--
Other (7)	4.28	4.00	4.28	4.00	4.14	4.00
No Response (1)	5.00	3.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 6 Participant Reaction to "Description of Role Group Functions" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (30)	3.83	3.67	3.63	3.52	3.47	3.40
New Project (16)	3.81	3.81	3.62	3.88	4.00	3.81
Established Project (13)	3.77	3.38	3.62	2.92	2.77	2.77
No Response (1)	5.00	5.00	4.00	5.00	4.00	5.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 7 Participant Reaction to "Description of Role Group Functions" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (30)	3.83	3.67	3.63	3.52	3.47	3.40
Director (5)	3.80	3.80	3.40	3.80	3.80	3.80
PDS (3)	4.00	3.00	4.00	3.00	3.00	2.67
Council Chairperson (2)	2.50	2.50	1.50	2.00	2.00	1.00
Principal (7)	4.00	3.71	3.28	3.43	3.57	3.71
Central Administrator (1)	4.00	4.00	5.00	4.00	4.00	2.00
Community Coordinator (2)	4.00	4.00	3.50	3.50	3.50	4.00
Documentor (1)	3.00	3.00	4.00	4.00	4.00	4.00
Other (8)	4.00	4.12	4.25	3.86	3.50	3.62
No Response (1)	4.00	3.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

assigned to content aspects of the session, as reflected in evaluation statements D, E, and F.

Again, a pattern was established in which Program '78 participants viewed the session in a slightly more positive fashion than did Program '79 participants (see Figure 6). Similarly, Community Council Chairpersons, as a collective role group, assigned the lowest ratings to the session when compared to the other role groups (see Figure 7).

SHARING OF ROLE FUNCTIONS

Figures 8 and 9 present the evaluation ratings given to the mixed role group sharing activity carried out the first day of the conference. In a "gestalt" sense, this session is actually the third part of a three part larger activity comprised of TEACHER CORPS: A TASK ANALYSIS; DESCRIPTION OF ROLE GROUP FUNCTIONS; and SHARING OF ROLE FUNCTIONS. That is, these three sessions, while separated by time and, in one case, by group composition (same role group vs mixed role group), were conceptualized by the Planning Committee as comprising a single activity. And, to a great extent, the ratings given each session support such a conceptualization. Just as in the previous two sessions, participants again gave this activity an overall "middle-of-the-road" review.

However, careful inspection of Figures 4-9 reveals a developmental trend. Sessions one (TEACHER CORPS: A TASK ANALYSIS) and two (DESCRIPTION OF ROLE GROUP FUNCTIONS) tended to receive slightly lower ratings than did the present session. It may be speculated that conference participants found the cross-role group sharing inherent in this session's activities more meaningful than the activities connected with the other two associated sessions. Informal evaluation data collected, primarily anecdotal remarks, tends to support this premise: Conference participants

Figure 8 Participant Reaction to "Sharing of Role Functions" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (31)	3.81	3.87	3.87	3.74	3.68	3.58
New Project (18)	4.11	4.17	4.22	4.17	4.17	4.05
Established Project (13)	3.38	3.46	3.38	3.15	3.00	2.92
No Response (0)	--	--	--	--	--	--

The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 9 Participant Reaction to "Sharing of Role Functions" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (31)	3.81	3.87	3.87	3.74	3.68	3.58
Director (4)	3.25	3.50	3.75	3.50	4.00	3.75
PDS (4)	4.25	4.00	3.50	3.00	2.75	3.00
Council Chairperson (4)	4.00	4.25	4.25	3.75	3.75	3.50
Principal (6)	3.67	3.50	3.67	3.50	3.50	3.33
Central Administrator (1)	4.00	4.00	4.00	4.00	4.00	2.00
Community Coordinator (2)	4.00	3.50	4.00	3.50	3.50	4.00
Documentor (2)	3.00	3.50	3.50	3.50	3.50	3.50
Other (7)	4.00	4.28	4.14	4.57	4.14	4.14
No Response (1)	4.00	4.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

welcome an opportunity to sit down and share ideas and experiences with each other, particularly across role groups.

Figure 8 reveals the same basic pattern seen in Figure 6 and 4: Program '78 participants viewed the activities associated with this session more favorably than did Program '79 participants. Interestingly, as may be seen by looking at Figure 9, the Community Council Chairperson role group's perception of this activity, was not as different from other role groups' as had been the case in the activities summarized by Figures 7 and 5. Again, it may be speculated that this difference may be interpreted as a response to the opportunity afforded by this session for sharing and exchange among participants.

Clinical Supervision

Figures 10 and 11 present the evaluation ratings given to Dr. Elnes' presentation, "Clinical Supervision." Overall, this session was perceived by the respondents as being well organized, useful, and an area in which further training is desired (see Figure 10). Program '78 respondents were more "supportive" of this session than were Program '79 respondents. When looking at role group differentiated ratings (see Figure 11), it may be seen that, overall, Program Development Specialists assigned the least favorable ratings to the session, as compared to other role groups.

Needs Assessment Techniques

Figures 12 and 13 present the evaluation ratings given to Dr. Houston's presentation, "Needs Assessment Techniques." A review of the data summarized in those figures reveals that the session was perceived in a positive light overall by participants. This was found to be true regardless of project status or role group, with the exception of the one Program Development Specialist submitting an evaluation form, who was neutral about the personal worth of the session (Statement E on the evaluation form, see Figure 13).

Figure 10 Participant Reaction to "Clinical Supervision" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (12)	4.73	4.42	4.58	4.25	4.50	4.58
New Project (2)	4.50	4.00	4.50	3.50	4.50	4.00
Established Project (10)	4.78	4.50	4.60	4.40	4.50	4.70
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 11 Participant Reaction to "Clinical Supervision" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (12)	4.73	4.42	4.58	4.25	4.50	4.58
Director (1)	5.00	4.00	5.00	3.00	5.00	4.00
PDS (3)	4.67	4.33	4.33	3.33	3.33	4.00
Council Chairperson (0)	--	--	--	--	--	--
Principal (6)	4.67	4.67	4.67	4.83	4.83	4.83
Central Administrator (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Documentor (0)	--	--	--	--	--	--
Other (2)	5.00	4.00	4.50	4.50	5.00	5.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 12 Participant Reaction to "Needs Assessment Techniques" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (10)	4.50	4.50	4.60	4.60	4.50	4.40
New Project (6)	4.67	4.67	4.50	4.67	4.67	4.33
Established Project (3)	4.00	4.00	4.67	4.33	4.00	4.33
No Response (1)	5.00	5.00	5.00	5.00	5.00	5.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 13 Participant Reaction to "Needs Assessment Techniques" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (10)	4.50	4.50	4.60	4.60	4.50	4.40
Director (0)	--	--	--	--	--	--
PDS (1)	4.00	4.00	5.00	4.00	3.00	4.00
Council Chairperson (0)	--	--	--	--	--	--
Principal (4)	4.50	4.50	4.25	4.50	4.50	4.25
Central Administrator (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Documentor (0)	--	--	--	--	--	--
Other (4)	4.75	4.75	5.00	5.00	5.00	4.75
No Response (1)	4.00	4.00	4.00	4.00	4.00	4.00

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Management Strategies

Figures 14 and 15 present the evaluation ratings given to Dr. **Pankratz's** presentation, "Management Strategies for Institutionalization." As may be seen by reviewing these figures, the participants submitting a rating form were, overall, favorable in their estimation of the session's structure (evaluation form statements A, B, and C) and content (evaluation form statements D, E, and F).

A review of the data summarized in Figure 14 suggests that although Program '79 participants were less impressed with the session's structure than were Program '78 participants these "new program" respondents assigned higher overall ratings to content-related variables of the session than did "established program" respondents. Figure 15 reveals that, of all the role groups submitting evaluation forms for this session, those with the lowest agreement to the statement, "I would like to attend further sessions related to this area," come from a central administrator and a principal.

Developing and Using Community Resources

Figures 16 and 17 present the evaluation ratings given to Dr. Whetten's presentation, "Developing and Using Community Resources." As may be seen in these figures, all respondents submitting an evaluation form for this session assigned Dr. Whetten's presentation the highest possible "marks," on both structure and content items. This was found to be true regardless of project status or position status of the respondent.

Documentors' Share and Exchange

Figures 18 and 19 present the evaluation ratings given to the Documentors' Share and Exchange session on day two of the conference. The reader will remember that this session was facilitated by three "experienced" Program '78 Documentors

Figure 14 Participant Reaction to "Management Strategies" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (8)	4.62	4.50	4.75	4.62	4.62	4.38
New Project (3)	4.33	4.33	4.33	5.00	5.00	4.33
Established Project (5)	4.80	4.60	5.00	4.40	4.40	4.40
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 15 Participant Reaction to "Management Strategies" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (8)	4.62	4.50	4.75	4.62	4.62	4.38
Director (4)	4.50	4.50	4.75	4.50	4.75	4.75
PDS (1)	5.00	5.00	5.00	5.00	5.00	5.00
Council Chairperson (0)	--	--	--	--	--	--
Principal (1)	5.00	4.00	5.00	4.00	3.00	3.00
Central Administrator (1)	4.00	4.00	4.00	5.00	5.00	3.00
Community Coordinator (0)	--	--	--	--	--	--
Documentor (0)	--	--	--	--	--	--
Other (1)	5.00	5.00	5.00	5.00	5.00	5.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 16 Participant Reaction to "Developing and Using Community Resources" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (5)	5.00	5.00	5.00	5.00	5.00	5.00
New Project (4)	5.00	5.00	5.00	5.00	5.00	5.00
Established Project (1)	5.00	5.00	5.00	5.00	5.00	5.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 17 Participant Reaction to "Developing and Using Community Resources" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (5)	5.00	5.00	5.00	5.00	5.00	5.00
Director (0)	--	--	--	--	--	--
PDS (0)	--	--	--	--	--	--
Council Chairperson (0)	--	--	--	--	--	--
Principal (0)	--	--	--	--	--	--
Central Administrator (0)	--	--	--	--	--	--
Community Coordinator (2)	5.00	5.00	5.00	5.00	5.00	5.00
Documentor (0)	--	--	--	--	--	--
Other (3)	5.00	5.00	5.00	5.00	5.00	5.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 18 Participant Reaction to "Documentors Share and Exchange" Broken Down by Project Status

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (5)	4.00	4.00	3.80	4.20	4.20	4.20
New Project (4)	4.25	4.00	4.00	4.25	4.25	4.50
Established Project (1)	3.00	4.00	3.00	4.00	4.00	3.00
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

Figure 19 Participant Reaction to "Documentors Share and Exchange" Broken Down by Position

Group (N)	* SURVEY ITEM					
	A	B	C	D	E	F
All Participants (5)	4.00	4.00	3.80	4.20	4.20	4.20
Director (0)	--	--	--	--	--	--
PDS (0)	--	--	--	--	--	--
Council Chairperson (0)	--	--	--	--	--	--
Principal (1)	4.00	4.00	4.00	5.00	5.00	5.00
Central Administrator (0)	--	--	--	--	--	--
Community Coordinator (0)	--	--	--	--	--	--
Documentor (4)	4.00	4.00	3.75	4.00	4.00	4.00
Other (0)	--	--	--	--	--	--
No Response (0)	--	--	--	--	--	--

* A = The objectives of this session were stated clearly by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming year.

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

(David Ross, Lynn Reyes, and Lou Bridges) who made preconference efforts to identify an agenda that would best meet the participants' needs (see Appendix E, Attachment 4). Overall, the five respondents submitting evaluation forms tended to assign ratings to the session that fell between the "neutral" and "To a Great Extent" points on the Likert scale used.

Figure 18 shows that Program '79 respondents viewed the session in a substantially more favorable light than did the one Program '78 respondent. Figure 19 reveals that, perhaps surprisingly, the one non-Documentor respondent sitting in on the session tended to assign higher ratings to the activity than did the Documentors who submitted an evaluation form.

As may be noticed by reviewing the form in Appendix H, all activities associated with the Teacher Corps Developmental Training Conference were already listed on the evaluation instrument. This was done as an aide and convenience to the participants in the forms completion, as well as to ensure receiving as complete as possible a data base. An unfortunate consequence of this "planning ahead" was that the form did not anticipate the emergence of a new training strand, the Community Council Chairpersons' Share and Exchange, during the course of the conference itself. Accordingly, the form did not readily allow participants to rate that session. It is unfortunate that, despite a general announcement to the Community Council Chairpersons that they should submit a hand-identified evaluation of their Share and Exchange session, no such evaluations were handed in. Therefore, no summative review of that session can be presented at this time.

Two final analyses were carried out with the data collected, One-way analysis of variance procedures were carried out in two separate fashions to answer the following two questions:

- Did participants' ratings of particular sessions differ statistically when their project status (Program '78 vs. Program '79) is taken into consideration?
- Did participants' ratings of particular sessions differ statistically when their role group is taken into account?

Figures 20 and 21 present the results of these analyses. As may be seen in Figure 20, project status was a statistically significantly factor when considering ratings assigned to the following sessions:

- Overall Conference (For Survey Item F)
- TEACHER CORPS: A TASK ANALYSIS (For Survey Item E)
- DESCRIPTION OF ROLE GROUP FUNCTIONS (For Survey Items D and E)
- SHARING OF ROLE FUNCTIONS (For Survey Items A, B, C, D, E, and F)
- Management Strategies (For Survey Item C)

Figure 21 shows that role group was a statistically significant factor when considering ratings assigned to the following session:

- TEACHER CORPS: A TASK ANALYSIS (For Survey Items C, D, and E)
- DESCRIPTION OF ROLE GROUP FUNCTIONS (For Survey Item C)
- Needs Assessment Techniques (For Survey Item E)

The survey item(s) listed following each session title in the two previous listings is the item(s) on the evaluation form for which a project status/role group based differential response was observed. Thus, it may be stated that, in the instances specified, some of the workshop sessions offered by this conference were viewed (rated differently) by different program years ('78 or '79) or by different role groups. No further implications or comments will be made on these differences since, as already pointed out, the small number of respondents involved makes interpretation of the results tenuous. The importance of this finding, however,

Figure 20 One-way Analysis of Variance Results: P Values, Project Status

Session	* SURVEY ITEM					
	A	B	C	D	E	F
Teacher Corps: A Task Analysis	.4918	.5331	.4254	+ .0236	+ .0419	.4246
Description of Role Group Functions	.3728	.1325	.9408	+ .0267	+ .0182	.0797
Sharing of Role Functions	+ .0395	+ .0259	+ .0026	+ .0132	+ .0022	+ .0149
Clinical Supervision	.4761	.3586	.8154	.3636	1.000	.1885
Needs Assessment Techniques	.1108	.1108	.6991	.5283	.3498	.5283
Documentors' Share and Exchange	.1114	1.000	.3534	.8304	.8304	.1027
Management Strategies	.2437	.5370	+ .0338	.1158	.3036	.9295
Developing and Using Community Resources	N/A	N/A	N/A	N/A	N/A	N/A
Overall Conference	.6190	.5725	.7978	.0631	.1277	+ .0181

+ indicates statistically significant difference.

* A = The objectives of this session were clearly stated by the presenter.
B = The objectives of this session were clearly met.
C = The presentation/discussion in this session was well organized.
D = I will use the information/skills that I gained from this session in the coming year.
E = Attending this session has been a worthwhile experience for me.
F = I would like to attend further sessions related to this area.

N/A = Not applicable, Within Groups Sum of Squares is Zero, Statistics Suppressed.

Figure 21 One-way Analysis of Variance Results: P Values, Position Status

Session	* SURVEY ITEM					
	A	B	C	D	E	F
Teacher Corps: A Task Analysis	.1015	.0848	+ .0473	+ .0168	+ .0316	.2977
Description of Role Group Functions	.5825	.3519	+ .0302	.7188	.8718	.3835
Sharing of Role Functions	.8817	.8199	.9270	.6996	.8232	.8840
Clinical Supervision	.8849	.6265	.7278	.2503	.2767	.2654
Needs Assessment Techniques	.5122	.5122	.0584	.2310	+ .0219	.3869
Documentors' Share and Exchange	1.000	1.000	.8304	.3534	.3534	.3534
Management Strategies	.6621	.6187	.6187	.6621	.1882	.1053
Developing and Using Community Resources	N/A	N/A	N/A	N/A	N/A	N/A
Overall Conference	.2951	.5917	.8888	.3588	.4399	.3455

+ indicates statistically significant difference.

* A = The objectives of this session were clearly stated by the presenter.

B = The objectives of this session were clearly met.

C = The presentation/discussion in this session was well organized.

D = I will use the information/skills that I gained from this session in the coming [illegible].

E = Attending this session has been a worthwhile experience for me.

F = I would like to attend further sessions related to this area.

N/A = Not applicable, Within Groups Sum of Squares is Zero, Statistics Suppressed.

again emphasizes the fact that different role groups and participants with different program status have different needs and expectations for a training conference. Despite this conference's advance recognition of this fact and the Planning Committee's efforts to creatively plan with these potential differences in mind, the differential responses still were noted. This indicates the need for even greater sensitivity to these needs in planning for future training events.

FORMATIVE

The primary source of formative evaluation data from the Teacher Corps Developmental Training Conference comes from the participants' written comments taken from their evaluation forms. The statements that follow are, then, verbatim quotes taken from the Conference evaluation forms. Quotes within each session's section have been arranged in random order.

Overall Conference

"I would like to attend other sessions."

"1. Differentiation between program '79 and '78 should have been made.
2. Received information on Teacher Corps in general. We need more information on specifics. How is the program going to run in the school?"

"The first day had little value - except Bill Smith (who is always superb). -- the second day has been superior."

"(I would like to attend other sessions) only if Team Leaders and Interns are included as a role group. This would be very beneficial to us and other role groups in T.C."

Teacher Corps: A Task Analysis

"The PDS discussion of responsibilities flowed from our individual project's structure, management, size, and activities rather than the organizational model presented. We questioned the value of the model since the components were legislated. We would have preferred tackling programmatic issues. We view ourselves as good resources for one another and would like to have shared ideas and developed an on-going network among ourselves in case the Network loses funding."

"I feel a vital segment was omitted: Team Leaders and Interns."

"Presentation was repetitious - possibly because our project has received extensive orientation in the structure of the Corps as well as a description of the roles."

"New projects should have been separated from '78 projects."

"Facilitator was not prepared to deal with objectives as outlined in program brochure. He was prepared to discuss the T. Corps Network office model which we spent the majority of the day on. This was a frustrating experience. We kept on trying to get clarity on this 'new model' which we were led to believe would be instituted. Copies of the model and role functions should've been distributed to everyone - rather than using the overhead projector if we were to rely on it so much."

"I would like to attend other sessions of this type."

"I attended to give feedback to my director who was facilitating another meeting."

"Should have been a continuation of Corpus Conference."

Description of Role Group Functions

"The majority of the participants were '79ers - more anxious to share."

"Should separate 78 and 79."

"This same activity is crucial and could be beneficial for Team Leaders and Interns. They, too, should have been identified as role groups by the Texas Network."

"I feel as if the most useful information I gained was in the 'off task' conversations regarding specific issues confronting individual PDSs. This session should have been structured in such a way that each PDS offered information about the most positive and/or negative aspects of our roles in terms of issues we all face - sharing and problem solving. Links between and among projects should have been established."

"It has been nice to share this information here (and at Corpus Christi); but I don't feel that further sessions are needed in this area."

"I would like to attend other sessions of this type."

"In ½ hour beginning at 2:30 we completed the profile scale for 'how we spend our time.' We never discerned how we should or what a PDS role is. Expectations were that there would be opportunities to meet with others in our role group to exchange ideas, discuss alternatives, find out what others were about, establish a communication. Problem, unfortunately, was with the facilitator, not the content. He should have been more adaptive to needs expressed by the group."

Sharing of Role Functions

"Vital segment omitted: Team Leaders and Interns."

"I hope further sessions will stress techniques and skills."

"Staff development presentation very poorly organized."

"Needed more time to share role group functions and to question one another to get clarity on what we can expect from others in day-to-day interactions. I wonder if purpose of mixed groups was served or if fears with which we hesitate to interact with others at home were apparent as we interacted here."

"I would like to attend other sessions."

Sharing of Role Functions continued

"(I would like to attend further sessions related to this area) only if sessions will include team leaders and interns as a role group. They, too, have a need for role descriptions and sharing. They, too, need to become aware of other roles and how they interact with theirs."

"Information was vague, abstract, and didn't really relate to important issues in project operation."

"Slow start, but picked up as we went along. Learned a lot."

Clinical Supervision

"This is great - Give us more of this!!"

"I was well-aware of information presented and gained nothing new to take home."

"Very good - best part of conference."

"A well-organized, well-presented program."

Needs Assessment Techniques

"Keep the experts coming."

"I would like to attend other sessions of this type."

"Very well organized, gave a lot of info in this area."

Documentors' Share and Exchange

"Slow start but finally got off the ground."

Management Strategies

"Excellent presentation, handouts and knowledge!"

Developing and Using Community Resources

"Chairpersons needed to be here...."

LAREDO STATE UNIVERSITY
A Campus of the University System of South Texas

Teacher Corps

October 24, 1979

Dr. Ruben Olivares
Director
Texas Teacher Corps Network
University of Texas at Austin
Educational Building #334
Austin, Texas 78712

Dear Ruben,

As a newcomer to Teacher Corps, I thank you for a very informative conference this week.

For two months now, I have felt lost, but I finally see the "light." It was a good opportunity to get together with the other Community Coordinators as well as the other participants. We needed to know each others roles in Teacher Corps.

Again, thank you.

Sincerely,

Candy

Candy Hein
Community Coordinator

CH:aro

West End Washington St Laredo, Texas 78040 (512) 722-8001

INTERPRETATIONS AND RECOMMENDATIONS

The data upon which to base the ultimate evaluation of the Teacher Corps Developmental Training Conference has come from two primary sources: the participants' responses to the evaluation instruments' statements and the participants' written comments on that same instrument. These two sources combine to provide a view of the overall conference that is positive.

From its very earliest planning stages, the present conference was designed to meet as many of the specific needs of its participants as possible. As described earlier in this report, this conference is the result of specific input from three primary sources. Each of these sources was chosen for its potential in providing information related to specific needs of the conference's intended participants. These three sources were:

(A) Formative Evaluation Data. The evaluation data from past Network-sponsored training activities, particularly the Teacher Corps Role Group Conference held in Corpus Christi in June, 1979, revealed that the intended participants for the present Conference felt that a follow-up session dealing with role group exploration would be useful and productive. Additionally, recommendations outlined in the Network's School Improvement and Staff Development Documentation and Evaluation Study with regard to desirable pre-, during, and postconference activities were considered and implemented where possible.

(B) Needs Assessment Data. A preliminary needs assessment device was administered to the Network Board of Directors in August, 1979. Based on those results, a follow-up device was developed and administered the following month to the seven key role groups who would be attending this conference. Results of these two surveys were utilized in the planning of specific activities for the Developmental Training Conference.

(C) Planning Committee Input. The bulk of the conference planning was jointly carried out by the members of the Planning Committee. This working committee was comprised of selected members from each of the role groups attending the Teacher Corps Developmental Training Conference.

The conference shaped by these three input sources, based on the evaluative data presented in the previous chapter, must be considered a success. For the most part, participants, regardless of their project status or role group, agreed that the conference had clearly specified and met its objectives in a well-organized fashion. Participants also agreed, although to a slightly lesser extent, that the information and skills presented had made attending the sessions worthwhile and that the information and skills gained from attending would be personally put to use in the coming years. Lastly, participants agreed that they would like to attend further conferences related to this area in the future.

A careful review of the data collected in this conference's evaluation also, however, points to several areas in definite need of improvement. On the largest level, the Community Council Chairpersons' petition for an agenda modification at the close of the first day of the Conference was an inescapable indication that at least one major role group in attendance felt that its needs were not being suitably met. For this group, at least, the information considered from the three input sources just described (including Community Council Chairperson representation on the Planning Committee) was not enough to ensure the proper identification of and provision of suitable conference activities to meet this group's perceived needs. The compromise activity emerging from this group's petition clearly made the Conference become an improved vehicle for meeting the specific needs of the Community Council Chairpersons. Similarly, sifting through the evaluation data collected through the Developmental Training Conference points to the following additional conclusions, recommendations, and suggestions for improvement.

(A) Participant List: A consistent feedback on several of the conference evaluation forms was the observation that Team Leaders and Interns could have benefited tremendously from attending the workshop. It was pointed out that not only would these two role groups have "grown" individually, as a result of attending, but that more importantly, a powerful synergistic effect could be realized by delivering the same training to logical teams or working units (e.g., train the Team Leader and Principal together). It needs to be pointed out that Federal regulations disallow the use of Network funds for training interns, hence their formal exclusion from this conference. Individual projects, however, should be aware that they may undertake the expenses involved and send any or all of their interns to Network training events.

The lesson to be learned from this is that the participant list should be examined carefully before each conference begins; two key questions should be, "Does the conference offer this person (role group, etc.) a valid reason for attending?" and "Is there any other person (role group, etc.) that can profit from attending this event?" The ultimate solution may be to allow individual projects to review the conference's proposed activities and then allow them the freedom of personally selecting a conference "team" that will benefit the greatest from attending.

(B) Information Sharing: An obvious point that nonetheless bears repeating. When planning for the conference began, a clear component of the conference was agreed upon--conference participants would be given the opportunity to share and exchange information between themselves. However, based on the evaluation results from this conference, it seems clear that the manner in which such sharing and exchanging is presented is of key importance. The present conference attempted to structure such an exchange through the assignment of a group task: review and exploration of a specific Teacher Corps Organizational Framework. Many participants felt that the addition of this structured activity interfered with the normal flow of informal sharing and exchange.

Perhaps the lesson to be learned from this is that benefit may be derived from allowing ample time in future Network training events for informal information exchange between participants. Such exchange opportunities should perhaps be left unstructured and relatively facilitator free. One possible approach to this would be to forego the typical luncheon speeches and expand that time period to allow conference attendees to sit down with friends and food to share ideas, programs, procedures and so forth.

(C) Presentation Styles: The information generated by this and past Network conferences does nothing to disturb the adage that "different people learn in different ways." Therefore, the Network will never attempt to standardize its training efforts into a single presentation style. There are, however, strong indications as to the preferred presentation styles that should be considered in future conference planning activities.

As a starter, it appears that individuals definitely appreciate leaving (or entering) the conference with some sort of tangible reference as to what they learned. That is, participants voiced their appreciation of the sessions that included handouts summarizing the topic area, identifying additional resources, and locating (name and phone number) an individual to contact if questions arise. The Network can assist in this area by maintaining a library of many or all of the reference materials cited by conference presenters.

The participants also expressed favor with those presentations that were primarily skill or technique oriented. In this light, it is clear that participants desire more than clear, well-presented sessions that focus on knowledge building. Faced with serious tasks on the home front, conference participants consistently express a desire to be involved in experiential, "hands-on" activities that incorporate presentation of both knowledge and techniques.

In the same vein, conference participants expressed favor in activities that allowed them the natural opportunity to interact with the presenter and other conference attendees. A straight lecture approach seemed to turn listeners off. A related issue is reflected well in the motto, "Come to learn; if you don't come to learn, come to teach!" That is, based on evaluation data collected, it seems apparent that certain individuals respond best (learn most) to an "expert" presenter, a consultant brought in from the outside. Conversely, other individuals report responding best to "in-house" experts, or insiders from their same or similar role group. Future conference planning activities will do well to keep this in mind and include a balance of "outside" and "in-house" experts to match the varied preferences of conference attendees. One prerequisite step in this direction is the Network's clear identification of who the "in-house" experts are for any given subject matter.

Lastly, the Network can help consolidate many of these observations regarding presentation style by working closely with the selected workshop presenters, be they "outside" or "in-house" experts. By this, it is meant that the Network may improve the presenter's session by sharing with him or her a picture of the likes and dislikes (with relation to presentation styles) of the target audience. Such preconference planning will help ensure a better "fit" between presenter and audience.

(D) Evaluation Procedures: Since the Network Office has already established its commitment to the use of formative evaluation data as an aide to improved training events through more efficient planning, it is reasonable that current evaluation procedures be examined and modified if necessary. The entire area of preconference needs assessment should continue to be an area of expanding effort. New procedures (e.g., phone contact, delphi techniques) should be explored when appropriate, particularly those more sensitive to identifying differential training needs based on program status and/or role group. Evaluation procedures used during the conference should also be examined. The use of different feedback forms should be explored, as well as the procedure for ensuring their completion and return. Lastly, follow-up evaluation efforts should be considered that focus directly on the degree to which knowledge and skills required at the training event are being translated into the project's home setting.

APPENDIX A

Conference Needs Assessment Instruments

1) Used with Board of Directors; August 22, 1979

2) Used with projects' target role groups; September, 1979

TEXAS TEACHER CORPS NETWORK
The University of Texas at Austin

PLANNING FOR 1979-80

Informal Needs Assessment

Directions: This instrument has been designed as an informal needs assessment to be used in the planning of 1979-80 Network activities. It is not intended to be all inclusive or comprehensive. Rather, it is intended to serve as a springboard for individual and group planning activities and discussion.

The four major training areas contained in this form: (1) Faculty Development, (2) Role Group Development, (3) Inservice Education, and (4) Special Programmatic Features are the four areas discussed on October 30, 1978, when the Texas Teacher Corps Network Board of Directors met in Austin to establish 1978-79 priorities for Network training activities. Under each major training area, several component activities are listed. Again, the activities listed are not intended to be all-inclusive, rather they serve only as an initial departure point. Please rate each activity under each major training area with regard to two questions:

a) *How important do you feel this activity is to the successful functioning of your project in 1979-80?*

b) *How great is the need for training in this activity for your program participants?*

Summary of these two ratings will allow for a determination of those activities that are viewed collectively by the Board as being high importance/high training need. *You are encouraged to add to this planning procedure by specifying new major training areas and/or component activities.*

To help us identify projects with similar training concerns, please write the name of your project below.

Project: ______________________________

With regard to the successful functioning of my project, this activity is....
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

TRAINING AREA:

Faculty Development

The need to provide training in this activity is....
1 = Very high priority
2 = Priority
3 = Somewhat of a priority
4 = Not at all Necessary

				Component Activities				
1	2	3	4	Ⓐ Improving faculty teaching by peer observation processes.	1	2	3	4
1	2	3	4	Ⓑ Field-based teacher education	1	2	3	4
1	2	3	4	Ⓒ Improvement of graduate-level and off-campus courses	1	2	3	4
1	2	3	4	Ⓓ Retraining in specific areas (e.g., dealing with exceptional children)	1	2	3	4
1	2	3	4	Ⓔ Collaboration between elementary and secondary education faculties	1	2	3	4
1	2	3	4	Ⓕ Other (please specify)	1	2	3	4

With regard to the successful functioning of my project, this activity is ....
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

TRAINING AREA:

Role Group Development

The need to provide training in this activity is....
1 = Very high priority
2 = Priority
3 = Somewhat of a priority
4 = Not at all Necessary

Component Activities

1	2	3	4	Ⓐ Role Group Conference for Program Development Specialists	1	2	3	4
1	2	3	4	Ⓑ Role Group Conference for Community Council members, Community Chairpersons, and Community Coordinators	1	2	3	4
1	2	3	4	Ⓒ Role Group Conference for documentors	1	2	3	4
1	2	3	4	Ⓓ Role Group Conference for evaluators	1	2	3	4
1	2	3	4	Ⓔ Role Group Conference that brings all groups (A-D) together at same time in separate sessions	1	2	3	4
1	2	3	4	Ⓕ Role Group Conference that brings all groups (A-D) together at one time and allows for cross-group sessions	1	2	3	4
1	2	3	4	Ⓖ Other (please specify)	1	2	3	4

With regard to the successful functioning of my project, this activity is.....
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

TRAINING AREA:

Inservice Education

The need to provide training in this activity is...
1 = Very high priority
2 = Priority
3 = Somewhat of a priority
4 = Not at all necessary

				Component Activities				
1	2	3	4	Ⓐ Effective methods of assessing workshop needs; that is, what are the areas that should be addressed by the workshop.	1	2	3	4
1	2	3	4	Ⓑ Designing an effective workshop; what are the operational components that make for an effective session.	1	2	3	4
1	2	3	4	Ⓒ Conducting the workshop; effective techniques for reaching your audience.	1	2	3	4
1	2	3	4	Ⓓ Evaluating the workshop; how you can tell if the session accomplished what it was supposed to.	1	2	3	4
1	2	3	4	Ⓔ Following-up; how you can check to see if the participants are using the newly learned skills "in the field."	1	2	3	4
1	2	3	4	Ⓕ Other (please specify)	1	2	3	4

With regard to the successful functioning of my project, this activity is....
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

TRAINING AREA:

Special Programmatic Features

The need to provide training in this activity is....
1 = Very high priority
2 = Priority
3 = Somewhat of a priority
4 = Not at all Necessary

				Component Activities				
1	2	3	4	Ⓐ Strategies for dealing with exceptional children (following through on PL 94-142)	1	2	3	4
1	2	3	4	Ⓑ Implementing programs that are multicultural	1	2	3	4
1	2	3	4	Ⓒ Strategies to aid in the institutionalization (adoption or adaption) of educational improvements by other educational agencies and institutions	1	2	3	4
1	2	3	4	Ⓓ Management procedures that work; governance strategies designed for project-level implementation, information system, etc.	1	2	3	4
1	2	3	4	Ⓔ Effective communication; procedures for maximizing and improving communications in your project.	1	2	3	4
1	2	3	4	Ⓕ Institutional collaboration	1	2	3	4
1	2	3	4	Ⓖ Other (please specify)	1	2	3	4

TEXAS TEACHER CORPS NETWORK

The University of Texas at Austin
Summer, 1979

TEACHER CORPS DEVELOPMENTAL TRAINING CONFERENCE

Informal Needs Assessment Planning

Planning has just begun for the first Network-sponsored training activity in 1979-80. Based on feedback from previous conferences, we know that a crucial element of any successful workshop is input from the participants. This helps ensure development of a conference that is specific to the participants' needs. Accordingly, we would like for you to take a few minutes to finish reading this page and then fill out the attached needs assessment questionnaire. Remember, this is your chance to tell us what you would like to have included in the next training activity.

In a recent Board of Directors' meeting in Austin, Texas, planning was begun for the Texas Teacher Corps Network-sponsored training activities in 1979-80. At this time, discussion and results from a needs assessment instrument indicated that the first training conference of the year should have the various Teacher Corps role groups as a major focus. This proposed training conference, to be held in late October, has the following three global goals:

- *Provide participants with contact with Teacher Corps National Office and the Teacher Corps Program in general.*
- *Provide the opportunity for Role Group development through teaming.*
- *Provide specific skills training for Role Group members, based upon their assessed needs.*

The attached instrument has been designed as an informal needs assessment to be used in the planning of this Developmental Training Conference. It is not intended to be all inclusive or comprehensive. Rather, it is intended to serve as a springboard for individual input.

Each of the three global goals described above are contained in this form. Under each goal several component activities are listed. Again, the activities listed are not intended to be all inclusive, rather they serve only as an initial departure point. Please rate each activity under each major training area with regard to two questions:

a) *How important do you feel this activity is to the successful functioning of your role group in 1979-80?*

b) *How great is the need for training in this activity for your role group?*

Summary of these two ratings will allow for a determination of those activities that are viewed collectively by the Board as being high importance/high training needs. *You are encouraged to add to this planning procedure by specifying new component activities under each conference global goal.*

To help us identify projects and role groups with similar training concerns, please provide the information requested below. Thank you for your cooperation; your input will help make the conference more specific to your needs.

My Project is:____

My Role Group is:______________________________________

With regard to the successful functioning of my role group position, this activity is
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

CONFERENCE GOAL:

Provide participants with contact with National Teacher Corps Office and the Teacher Corps Program in general.

The need to provide training in this activity for my role group is...
1. = Very High Priority
2 = Priority
3 = Somewhat of a Priority
4 = Not at all Necessary

COMPONENT ACTIVITIES

1	2	3	4	Ⓐ Teacher Corps: Yesterday, Today and Tomorrow - A historical, contemporary, and future oriented perspective of Teacher Corps.	1	2	3	4
1	2	3	4	Ⓑ Question and Answer period with Dr. William Smith, Teacher Corps National Director.	1	2	3	4
1	2	3	4	Ⓒ Has Teacher Corps really worked? An objective overview of Teacher Corps' educational impact.	1	2	3	4
1	2	3	4	Ⓓ Who's Who in the Teacher Corps family: A review of Teacher Corps organization, top to bottom, inside to outside.	1	2	3	4
1	2	3	4	Ⓔ Gazing in a crystal ball: A preview of likely developmental tasks faced by new Teacher Corps projects.	1	2	3	4
1	2	3	4	Ⓕ Other (please be specific)	1	2	3	4

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With regard to the successful functioning of my role group position, this activity is
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

CONFERENCE GOAL:

Provide the opportunity for Role Group development through teaming

The need to provide training in this activity for my role group is....
1 = Very High Priority
2 = Priority
3 = Somewhat of a Priority
4 = Not at all Necessary

COMPONENT ACTIVITIES

1	2	3	4	Ⓐ Clarification and specification of what my role group activities and responsibilities are.	1	2	3	4
1	2	3	4	Ⓑ Opportunity for sharing and exchange of ideas and techniques with other members of my role group.	1	2	3	4
1	2	3	4	Ⓒ Opportunity for sharing and exchange of ideas and techniques with members of other role groups.	1	2	3	4
1	2	3	4	Ⓓ Materials display "booth" that showcases collected reports, brochures, illustrated procedures, and so forth, used by the Texas Teacher Corps projects (not a presentation per se).	1	2	3	4
1	2	3	4	Ⓔ Planning for the establishment of an ongoing procedure for communication with other members of my role group during 1979-80 (planning for linkage of projects).	1	2	3	4
1	2	3	4	Ⓕ Other (please be specific)	1	2	3	4

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With regard to the successful functioning of my role group position, this activity is
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

CONFERENCE GOAL:

Provide specific skills training for role group members

The need to provide training in this activity for my role group is...
1 = Very High Priority
2 = Priority
3 = Somewhat of a Priority
4 = Not at all Necessary

COMPONENT ACTIVITIES

A. Inservice Education

1	2	3	4	A.1	Effective methods of assessing workshop needs of your project.	1	2	3	4
1	2	3	4	A.2	Designing an effective workshop; the basic ingredients of a successful session.	1	2	3	4
1	2	3	4	A.3	Conducting the workshop; effective techniques for reaching your audience.	1	2	3	4
1	2	3	4	A.4	Evaluating the workshop; how to tell if it really worked.	1	2	3	4
1	2	3	4	A.5	Follow-up procedures; how to see if learning is transferred to "the field."	1	2	3	4
1	2	3	4	A.6	Other (please be specific) ____________________ ____________________ ____________________ ____________________	1	2	3	4

B. Community Component

1	2	3	4	B.1	Utilizing Community Resources In and Out of the Classroom	1	2	3	4
1	2	3	4	B.2	Home Visitations	1	2	3	4
1	2	3	4	B.3	Soliciting and Using Volunteers	1	2	3	4
1	2	3	4	B.4	Community, Home, Cultural Awareness and Language Training: A Design for Training in Multicultural Education	1	2	3	4
1	2	3	4	B.5	Communication skills, including: group process skills, conflict resolution techniques, and interpersonal interaction styles (focus on using these skills in a group meeting format).	1	2	3	4
1	2	3	4	B.6	Developing a commitment from Council members, and other community people.	1	2	3	4
1	2	3	4	B.7	Teaming for community involvement	1	2	3	4
1	2	3	4	B.8	Community Dynamics	1	2	3	4
1	2	3	4	B.9	Other (please be specific) ____________________ ____________________	1	2	3	4

With regard to the successful functioning of my role group position, this activity is
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

CONFERENCE GOAL:

Provide specific skills training for role group members
(continued-page 2)

The need to provide training in this activity for my role group is...
1 = Very High Priority
2 = Priority
3 = Somewhat of a Priority
4 = Not at all Necessary

COMPONENT ACTIVITIES

C. Faculty Development

1	2	3	4	C.1	Improving faculty teaching by use of a peer observation process.	1	2	3	4
1	2	3	4	C.2	Strategies for implementing field-based teacher education.	1	2	3	4
1	2	3	4	C.3	Collaboration strategies between elementary and secondary education faculties.	1	2	3	4
1	2	3	4	C.4	Improvement of graduate-level and off-campus courses.	1	2	3	4
1	2	3	4	C.5	Other (please be specific)	1	2	3	4

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D. Project Papertrails

1	2	3	4	D.1	Documentation Procedures: The traditional and some alternative approaches.	1	2	3	4
1	2	3	4	D.2	Using a discrepancy evaluation model in a Teacher Corps Project.	1	2	3	4
1	2	3	4	D.3	Evaluation of innovative programs; are traditional methods adequate?	1	2	3	4
1	2	3	4	D.4	How do you tell people about Teacher Corps: A primer on writing Newsletters, Brochures, press releases, and other informative memos.	1	2	3	4
1	2	3	4	D.5	Other (please be specific)	1	2	3	4

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With regard to the successful functioning of my role group position, this activity is
1 = Very Important
2 = Important
3 = Somewhat Important
4 = Not at all Important

CONFERENCE GOAL:

Provide specific skills training for role group members
(continued-page 3)

The need to provide training in this activity for my role group is...
1 = Very High Priority
2 = Priority
3 = Somewhat of a Priority
4 = Not at all Necessary

COMPONENT ACTIVITIES

E. Management Strategies

1	2	3	4	E.1	Information flow - setting it up so that information flows to and from the community, the university, and the school district.	1	2	3	4
1	2	3	4	E.2	Management by objectives	1	2	3	4
1	2	3	4	E.3	Time Management strategies, including the effective use of PERT and GANT charts.	1	2	3	4
1	2	3	4	E.4	Dealing with D.C.: A discussion of the ways in which local projects can and should relate to Teacher Corps Washington.	1	2	3	4
1	2	3	4	E.5	The use of planning committees and task forces to complete projects.	1	2	3	4
1	2	3	4	E.6	In-school leadership style and school effectiveness: An overview of the research and some recommendations.	1	2	3	4
1	2	3	4	E.7	Other (please be specific)	1	2	3	4

F. Special Programmatic Features

1	2	3	4	F.1	Strategies for dealing with exceptional children: Following through on PL 94-142	1	2	3	4
1	2	3	4	F.2	Implementing multicultural programs	1	2	3	4
1	2	3	4	F.3	Strategies to promote institutionalization	1	2	3	4
1	2	3	4	F.4	Institutional collaboration strategies	1	2	3	4
1	2	3	4	F.5	Dissemination and Diffusion procedures available in Teacher Corps	1	2	3	4
1	2	3	4	F.6	Improving School Climate	1	2	3	4
1	2	3	4	F.7	Other (please be specific)	1	2	3	4

Thank you for your patience and cooperation in filling out this questionnaire. By doing so you have contributed directly to the quality and appropriateness of the upcoming Teacher Corps Developmental Training Conference.

Please include any additional comments or suggestions for training activities here. If you could, please list the names of any consultants or project staff we may contact to work with us on any of these topics, if you know of any you would like to recommend. Thank you again for your help.

Additional Comments and Suggestions for Training Activities:

Recommended Consultants:

Name and affiliation (please be specific)	Can offer training in (refer to activities listed in this questionnaire)...

APPENDIX B

Network-sponsored Meetings and Calls Related to the Conference: Minutes

1) Board of Directors' Meeting;
   August 22, 1979
2) Conference Call;
   September 7, 1979
3) Planning Committee Meeting;
   September 14, 1979
4) Planning Committee Meeting;
   September 24, 1979
5) Planning Committee Meeting;
   October 21, 1979

DRAFT
Do not cite or quote
Comments invited

Board of Directors' Meeting
August 22, 1979
Austin, Texas

Present: Richard Bocanegra, Ross Clark (representing William Parker), Miguel Conchas, Jim Corbett, Claudette Ligons, Linda O'Neal (representing Linda McDonald), Henry Patterson, Diane Jones, Rubén Olivárez, Roberto Pérez, Tom Ryan, and Gary Weibly.

Agenda Items

1. Review of agenda
2. Introduction of new directors
3. Overview of the Texas Teacher Corps Network
4. Election of new chair
5. Report on recent Network training activities
6. Review of 1979-80 Network budget
7. Information on perdiem allowance
8. Planning for 1979-80 Network activities.

NOTE: Only those minutes related to item #8 are included in this copy.

Item 8. Planning for 1979-80 Activities

Gary Weibly referred members to the informal needs assessment instrument in their information packet. He reported that this instrument had been designed to act as a springboard for individual and group thinking and discussion regarding Network activities in 1979-80. The instrument covered the four major training areas selected by the Board in October, 1978 as high need training areas: (1) Faculty Development, (2) Inservice Education, (3) Role Group Development, and (4) Special Teacher Corps Programmatic Features. Under each of these major training areas, the needs assessment form listed a variety of component activities that the respondent was to respond to for each of two questions:

- How important do you feel this activity is to the successful functioning of your project in 1979-80?
- How great is the need for training in this activity for your program participants?

The usefulness of such a two part response, said Gary, is in its ability to identify activities that are both important to the project and a high training priority. This avoids the possibility of training individuals in an activity that is not important to a project, or of training individuals in an activity seen as important, but for which there is no need for training.

Board members then responded to the needs assessment instrument individually and then broke for lunch. During lunch, Gary tabulated the Board's responses, which are summarized below.

Major Training Area	Overall Rank of Area	Within Training Area, ranking of Activities					
		#1	#2	#3	#4	#5	#6
Faculty Development	#4 of 4	B	D	E	C	A	
Role Group Development	#3 of 4	C	B	F	A	D	E
Inservice Education	#2 of 4	E	A	B	C and D (tie)		
Special Programmatic Features	#1 of 4	C	D	F	E	B	A

In the figure above, the letters listed under the training activities refer to the following activities, respectively, in each major area:

Faculty Development Component Activities

Ⓐ Improving faculty teaching by peer observation processes.

Ⓑ Field-based teacher education

Ⓒ Improvement of graduate-level and off-campus courses

Ⓓ Retraining in specific areas (e.g., dealing with exceptional children)

Ⓔ Collaboration between elementary and secondary education faculties

Role Group Development Component Activities

Ⓐ Role Group Conference for Program Development Specialists

Ⓑ Role Group Conference for Community Council members, Community Chairpersons, and Community Coordinators

Ⓒ Role Group Conference for documentors

Ⓓ Role Group Conference for evaluators

Ⓔ Role Group Conference that brings all groups (A-D) together at same time in separate sessions

Ⓕ Role Group Conference that brings all groups (A-D) together at one time and allows for cross-group sessions

Inservice Education Component Activities

Ⓐ Effective methods of assessing workshop needs; that is, what are the areas that should be addressed by the workshop.

Ⓑ Designing an effective workshop; what are the operational components that make for an effective session.

Ⓒ Conducting the workshop; effective techniques for reaching your audience.

Ⓓ Evaluating the workshop; how you can tell if the session accomplished what it was supposed to.

Ⓔ Following-up; how you can check to see if the participants are using the newly learned skills "in the field."

Special Programmatic Features Component Activitie

Ⓐ Strategies for dealing with exceptional children (following through on PL 94-142)

Ⓑ Implementing programs that are multicultural

Ⓒ Strategies to aid in the institutionalization (adoption or adaption) of educational improvements by other educational agencies and institutions

Ⓓ Management procedures that work; governance strategies designed for project-level implementation, information system,etc.

Ⓔ Effective communication; procedures for maximizing and improving communications in your project.

Ⓕ Institutional collaboration

The rankings assigned were on the basis of group average ratings of an activities/training area's importance and need for training. An example of how to interpret the summary chart is as follows:

The major training area of faculty development was collectively rated by the members present as being the fourth most important (out of four) area in need of training. Within the area of faculty development, activity B (field-based teacher education) was collectively rated by the Directors as being the single most important activity in need of training; activity D (retraining in specific areas) was rated as being the second most important activity in need of training; and so forth.

Gary prefaced his summary of these results by emphasizing that:

- the rankings presented incorporate both perceived importance and perceived training need of an activity/training area.

- the rankings are on a relative basis only. Calling one activity #1 and another activity #4 does not imply there is a statistical difference between the average rating each received, merely there is a difference.

- therefore, the rankings should be interpreted with caution and used as intended, for discussion purposes only.

After reviewing the tabulated results, each Director was asked to make a general statement about his or her project's expectations for training activities to be sponsored by the Network this coming year. Through these presentations, several points emerged:

. The use of "expert" consultants in training should be balanced by use of "in-house" personnel.

. Planning strategies are seen as very important to Program '79 projects. These projects would like to hear from Program '78 projects of examples of successful planning strategies.

. Training for role groups, especially community council/coordinators is crucial. Role groups frequently left out of such training are principals and local school district central administrators (e.g., superintendents).

. Project staff could benefit from exposure to the overall Teacher Corps Program. Such exposure used to come from the now abandoned National Conference. It was agreed that both Program '78 (experienced) and '79 (new) staff members could benefit from such an overview and orientation.

. Specific skill development, with associated follow-ups and monitoring, is a very crucial component of the successful functioning of each role group in Teacher Corps.

Gradually, plans for the first major Network sponsored training activity evolved from these discussions. It was agreed that this activity would be a Teacher Corps Developmental Training Conference. A summary of the pertinent information regarding the conference is given below.

A. Title	Teacher Corps Developmental Training Conference
B. Global Objectives	(1) Provide participants with contact with Teacher Corps National Office and Teacher Corps Program in general. (2) Provide the opportunity for Role Group development through both intra- and inter-role group teaming (much the same as the Corpus Christi conference). (3) Provide specific skills training for role group members, based upon their assessed needs.

C. Role Group Participants

Role Group	Number from each Project
Principal	3 or 4 (one from each level)
Documentor	1
Program Development Specialist	1
Community Chairperson	1
Community Coordinator	1
Director	1
Central Administrator	1

Total number of participants from each project = 10

D. Planning Responsibilities

The conference will be planned jointly by a core committee of Directors and a field committee of project staffers. The Directors' planning committee, listed below, or the Network staff, will select the field committee members from the pool of potential members also listed below.

Directors Planning Committee

1. Richard Bocanegra
2. Claudette Ligons
3. Linda McDonald

*Note: the field committee selected from this pool will be represented of role groups attending this conference and of all Network project sites. Any travel required for these committee members for the purpose of planning will be supported by the Network.

*Field Committee Pool

1. Mr. Peña
2. Mr. H.T. Jones
3. Quintín Vargas
4. Karan Townsend
5. Bob Pérez
6. Lou Bridges
7. David Ross
8. Johnny Largent
9. Mr. Flim
10. Linda Jiménez
11. Linda Gutiérrez

E. General Timeline (tentative)

Week of August 27: Specific Role Group needs assessment instruments designed and mailed to projects

September 7: Projects return needs assessment

September 12: Needs assessment data analyzed

September 12: Conference planning committee meets (a conference call with details will precede this meeting).

F. Date of Conference (tentative)

October 21 (Sunday): Participants arrive - evening
October 22-23 : Conference held

The conference will be held in Austin, Texas

G. Budget Implications

Since the conference is so large in scale (will include - hopefully - participation by William Smith, as arranged by Diane Jones), the nature and size of additional conferences in 1979-80 will have to be carefully determined. The Board agreed that, however, the usefulness of such a large scale conference at this time of the year outweighed its expense.

The group then moved to a determination of the time and place of the next Board meeting. It was moved that the Directors meet next on September 25, 1979 in the Dallas Hilton at 3:00 P.M. There was a second.

Motions Passed

That the next Board of Directors' meeting be held on September 25, 1979 at 3:00 P.M. in the Dallas Hilton. The Network will make arrangements for the meeting place, and information regarding this will be disseminated to Directors soon. Individual project Directors will be responsible for their own travel funds, however.

CONFERENCE CALL

September 7, 1979
11:00 A.M.

Richard Bocanegra, Jim Corbett, Claudette Ligons, Linda McDonald, Rubén Olivárez, Gary Weibly

Purpose of Call: Selection of role group representatives for Developmental Training Conference Planning Committee

Rubén explained that the two primary objectives for the conference call were to: (1) select, on the basis of input from those involved with the conference call, the "in-field" members of the Developmental Training Conference Planning Committee, and (2) select a date for the first meeting of that committee.

(1) Selection of the Committee

After reviewing the list of potential candidates summarized in the August 22, 1979 Board of Directors' meeting minutes, the following individuals were selected to be invited to serve on the Develomental Training Conference Planning Committee:

Name	Role Group	Project
Mr. H.T. Jones	Community Chair	Prairie View
Dr. Quintín Vargas	Program Development Spec.	Laredo
Mr. David Ross	Documentor	North Texas State
Mr. Dennis Flim	Secondary Principal	Texas Southern
Ms. Linda Jiménez	Community Coordinator	Edgewood
To be Announced	Elementary Principal	El Paso

Alternative individuals were also selected for each role group, in case the individual originally selected is not able to serve on the committee. Other major discussion points related to this item were:

. Linda McDonald asked that she be replaced on the Planning Committee, due to her heavy work load at this time. It was determined that she had been nominated, in her absence at a Board meeting as a member of the committee, pending her time availability. Her request was approved, and it was decided that there was no need to add another Director to the committee in her place, given the committee's large size.

. Although the benefit to be gained from having a committee that represented all ten projects was recognized, it was determined that cost factors should limit the size of the committee. Projects without representation on this committee will be given priority status in any future planning efforts. Additionally, it was pointed out that the use of the Network needs assessment instrument ensures input from all projects for this conference.

(2) Planning Committee Meeting Date

It was decided that the Network staff would take the primary responsibility for contacting the "in-field" individuals chosen to be invited to serve on the planning committee, except in the case of Linda Jiménez and Mr. Flim, who will be approached by Richard Bocanegra and Claudette Ligons, respectively.

The first meeting of this committee was agreed upon for September 14, in Austin. This planning meeting will begin at 9:00 A.M. and continue for the remainder of the day. Members attending this meeting should contact Emma Harley at the Network office as soon as possible if they need to make flight and/or lodging arrangements. Since the planning committee is large, it was agreed that, to help cut costs, the members should try to arrive and depart on the 14th (avoiding lodging costs), if at all possible.

erh

DEVELOPMENTAL TRAINING CONFERENCE

Planning Committee Meeting Minutes

Austin, Texas

September 14, 1979

Members Present: Linda Jiménez, Richard Bocanegra, Jim Corbett, Claudette Ligons, Mae Clark, David Ross, Dewayne Ford, Quintín Vargas, Rubén Olivárez, and Gary W. Weibly

Ruben Olivarez opened the planning session by giving a brief overview of the events leading up to the present meeting, including: review of the August 22 Board of Directors' meeting, selection of the first Network-sponsored training activity for 1979-80, selection of the members of the planning committee, and statement of the purpose of the current meeting. Jim Corbett then took over responsibility for directing the meeting,and explained that the first agenda item for the day would be a presentation of the data collected by the Network needs assessment instrument. For this purpose, he introduced Gary Weibly, Network Program Coordinator, to the group.

Gary Weibly began by explaining that the data he would be describing were gathered by using a specially designed needs assessment form that asked respondents to review a variety of activities, events, and topics and assign each a rating as to both importance to successful functioning and need for training. Gary went on to state that the instrument was not designed to be all-inclusive, rather it was constructed as a means of collecting information that could be used as a departure point in planning activities. He also stated that the data collected to this point reflected input from only a small number of respondents (N=24), thus any wide-scale generalizations made should be interpreted with caution.

Gary then reviewed, page-by-page, the compiled results of the needs assessment form. It was agreed by the group that it would not be appropriate to merely rank order all the activities based on their mean ratings, since the psychometric nature of the data does not support such a summary technique. Instead, the group searched for patterns of response, finding that:

- The individuals responding to the survey expressed the most interest in topics related to specific skill building activities (e.g., ways in which to follow up on workshop sessions, media techniques for communicating Teacher Corps' findings and goals, and so forth).

- Contact with the national Teacher Corps office was seen, on the whole, as the least important of the events surveyed, although several respondents (Program '79) did express interest in such exposure.

As pointed out by Gary, the small N of the respondents did not allow for a differentiation between Program '79 and Program '78 responses on the needs assessment, or for a differentiation based on role group. Through discussion and extrapolation of the data available, however, it was determined that while the interests of Program '79 and Program '78 individuals may differ, there may be significant benefits to be derived from linking or teaming these two groups in a learning situation.

The remainder of the day was given to discussion regarding the structure and content of the two day Developmental Training Conference to be held in Austin at the Hilton on October 22 and 23. Lengthy exploration of several possibilities generated the following tentative conference agenda:

October 22 - Day One

8:30 - 9:00 A.M.	Registration/coffee
9:00 - 9:45	Introduction, brief overview of the Teacher Corps Program at the Local and National Level
9:45 - 10:30	Structured keynote address by William Smith, "The Impact of Teacher Corps on the Community, LEA, and IHE."
10:30 - 10:45	Break (large conference room divided into thirds with partitions)
10:45 - Noon	Small group sessions, same role group meeting: facilitator led overview of the nature of the local Teacher Corps Project
Noon - 1:30 P.M.	Lunch (on your own)
1:30 - 3:00	Small group sessions, same role group meeting; contiuation of A.M. session with focus on how and where the role group fits into the project's operation. Discussion guided by facilitator.
3:00 - 4:15	Medium size group sessions, mixed role groups; allow opportunity for role groups to share and exchange perceptions of responsibilities, activities, and concerns with one another
4:15 - 4:30	Break (Parlor restructured to allow for large group meeting)
4:30 - 5:00	Informal Interaction with William Smith; opportunity for Question and Answer session
7:00 - 9:00 P,M.	Social

It should be noted that the activities and times described above for day one and for day two are to be considered tentative and subject to modification. Additional comments regarding day one activities include:

- William Smith's keynote address will focus on the documented impact of Teacher Corps on its constituencies. The Planning Committee members felt that such a presentation would serve the double purpose of providing factual information to all conference participants as well as give the "peripheral" Teacher Corps individuals (i.e., those individuals not directly involved with the program, such as Central Administrators) a positive viewpoint of Teacher Corps and its potential contributions.

• Facilitators for the small group sessions of day one of the conference will have two primary responsibilities: (A) Present a structured overview of the Teacher Corps local project, and (B) Stimulate group discussion and exploration of role group dimensions through use of specially prepared discussion questions. Facilitators will receive training and orientation to these two tasks in a September 24-25 meeting to be held in Dallas. Further details regarding this meeting will be forthcoming. The persons volunteering (or assigned) to be facilitators, and their role group responsibility are as follows:

Facilitator	Role Group Responsibility
David Ross	Director
Quintín Vargas	PDS
Dewayne Ford	Community Council Chairperson
Linda Jiménez	Community Coordinator
Bob Pérez and Richard Bocanegra	Principal
Paul Kirby/Miguel de los Santos (alternate)	Central Administrator
SSTA Consultant Roger Pankratz	Documentor

It was agreed that Jim Corbett would contact Bob Pérez regarding this assignment, and the Network would contact Paul Kirby, Miguel de los Santos (if Paul Kirby is unavailable) and Roger Pankratz.

October 23 - Day Two

9:00 - 10:00 A.M.	Activity to be announced; probably large group review of day's activities followed by splitting into role group meetings
10:00 - 10:15	Break
10:15 - 11:30	Role Group Skills Training Session
11:30 - Noon	Hotel check-out
Noon - 1:30 P.M.	Luncheon Buffet with guest speaker
1:30 - 3:00	Role Group Skills Training Session continues
3:00 - 3:15	Break
3:15 - 4:30	Role Group Skills Training Session continues
4:30 - 5:00	Reconvene as large group; Summary and Closing

As with day one, this agenda is tentative and open to modification. Additional comments regarding day two include:

• After beginning planning for a series of concurrent skill building sessions on day two, it was decided by the Planning Committee that it would be a more productive use of the available time to conduct a one day training session for the role groups in attendance. The role groups and proposed training topics are summarized below:

Role Group(s)	Training Topic
Central Administrators and Principals	The Role of the Administrator in Special Programs
Program Development Specialists	Clinical Supervision and the Field-Based Role of the College Professor (potential presenter: Bob Houston)
Documentors	David Ross will consult with the Texas Network Documentors after the September 26-27 Documentors' Conference to select a training issue that they would like to follow-up on.
Community Coordinators and Council Chairpersons	Developing Community Resources (potential presenters: Paul Collins, Tony Carrillo) and/or Communication Skills Development (potential presenter: June Gallessich)
Directors	Management Strategies, such as MBO, Resource Management, Time Management, etc.

• Each role group described above would remain together for the day, and receive training in the topic(s) listed. The Planning Committee members present agreed to leave much of the specifics of these individual training strand agendas up to the Network staff. Rubén pointed out that while the Network would attempt as closely as possible to carry out the wishes of the Planning Committee, the end products would inevitably be slightly different than what some committee members may have envisioned. He pointed this out for information purposes only; the committee members acknowledged that this was to be expected.

• The luncheon speaker for the buffet meal should be someone who has high visibility in the field of education. The topic of his or her speech will not necessarily be Teacher Corps specific but should instead be relevant to contemporary educational issues. Possible speakers mentioned included Barbara Jordan, Bill Cosby, Jesse Jackson, Mel Sikes, and Gene Hall. The Network will continue to search for an interesting speaker, and Planning Committee members were asked to forward any further suggestions to the Network as soon as possible. It was also noted that the cost of this buffet luncheon (approximately $5 - $6 per person) would automatically be deducted from each participants per diem allotment. It was also pointed out that, as of September 1, 1979, the perdiem policy followed by the Network allows for $40.00

per calendar day for in-state travel (as opposed to the old $30.00 allowance).

Facilitators' Meeting

As it became clear that the planning for the Developmental Training Conference could not be completed by the close of the day, plans for an additional meeting were discussed. A conference call was discussed but eventually dropped in favor of a meeting to be held September 24 and 25 in Dallas. The time and location were selected due to their proximity to the already scheduled Documentors' Conference and Board of Directors' meeting in Dallas September 25-27.

The continuation planning meeting in Dallas will begin at 10:00 A.M., September 24 at a hotel convenient to DFW airport, and conclude in mid-afternoon, September 25. The location of the meeting will be communicated to those planning to attend as soon as it is finalized. Persons attending this planning meeting will include the following: David Ross, Quintín Vargas, Dewayne Ford, Linda Jiménez, Richard Bocanegra, Bob Pérez, Paul Kirby, Roger Pankratz, Jim Corbett, Rubén Olivárez, and Gary Weibly. Claudette Ligons will probably not attend, but will be briefed on the meeting's activities at the Board of Directors' meeting on September 25. The Network will provide rooms for the night of the 24th for all members attending this meeting, and provide travel funds to those persons who are not staying on for the Documentors' Conference on the 26th and 27th. Individuals who are staying for the Documentors' conference will be responsible for their own lodging from the 25th on, and for all travel expenses.

At the meeting on the 24th and 25th, planning for the Developmental Training Conference will continue. A major activity will be training for the facilitators of the small group sessions. Included in this training will be a review of a specific operational overview of the local Teacher Corps project and development of facilitator questions to be used to prompt discussion. Specifics on this meeting will be distributed as soon as possible.

The meeting was adjourned at 5:45 P.M.

Addendum, September 17

David Ross requested that he be replaced as the facilitator for the Directors' role group sessions, due to the small number of "experienced" documentors available for teaming purposes. The Network agreed to this request and will replace David with an individual to be announced at the September 24 meeting.

Dr. Mel Sikes has agreed to be the luncheon speaker on October 23. His address will focus on the community constituency of the Teacher Corps program, the Policy Board, and their relationship to decision-making.

Roger Pankratz from SSTA has agreed to act as small group facilitator for the Documentor role group.

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DEVELOPMENTAL TRAINING CONFERENCE

Planning Committee Meeting Minutes

Dallas, Texas

September 24, 1979

Members Present: Linda Jiménez, Richard Bocanegra, Jim Corbett, David Ross, Dewayne Ford, Roberto Pérez, Quintín Vargas, Rubén Olivárez, and Gary W. Weibly.

Rubén Olivárez opened the planning session by reviewing the day's goals, which were to:

- Formalize and finalize the conference agenda
  . Determine content for day 2 activities
  . Specify roles of the facilitators and presenters
  . Determine the process to be used on day 1 for "Learning the Concept of the Amoebic Teacher Corps"
  . Elaborate on questions to be probed and answered by participants.

Rubén then went on to stress that the organizational model of Teacher Corps to be used for discussion purposes on day 1 of the conference is not "the" Teacher Corps model; rather, it is a framework that may be used to assist in putting all the Teacher Corps pieces together.

The Planning Committee Members were then brought up to date on what had happened since the September 14 meeting. Several changes in facilitators and presenters were summarized, including:

● David Ross will no longer serve as a Day 1 facilitator for the Directors; the small number of "experienced" documentors makes his attendance in the documentor sessions on that day more valuable.

● Miguel De los Santos will team with Bob Pérez in working with the principals on Day 1.

● Roger Pankratz from SSTA has agreed to act as a facilitator for any role group the Network feels is appropriate.

● Richard Bocanegra, originally slotted to work with documentors, will team with Miguel De los Santos and Bob Pérez in facilitating the principals' group on Day 1.

After brainstorming by the committee, the final lists of facilitators and their role group assignments for Day 1 activities were as follows:

Day 1 - Same Role Group Sessions
(10:45 - 12:00 and 1:30 - 3:00)

Role Group	Facilitator(s)
Directors	Haroldie Spriggs
Program Development Specialists	Quintín Vargas (X)
Community Council Chairpersons	Dewayne Ford (X)
Community Coordinators	Linda Jiménez (X)
Principals	Roberto Pérez (X) Richard Bocanegra (X) Miguel De los Santos (X)
Central Administrators	Roger Pankratz (X) Roberto Zarate
Documentors	Sarah White (X)

(X) = Individual has already agreed to act as facilitator.

Day 1 - Mixed Role Group Sessions
(3:00 - 4:15)

Role Group(s)	Facilitators
*Mixed	Haroldie Spriggs and Quintín Vargas
Mixed	Dewayne Ford and Roger Pankratz
Mixed	Linda Jiménez and Miguel De Los Santos
Mixed	Richard Bocanegra and Sarah White
Mixed	Roberto Pérez and Roberto Zarate

* Mixed = Group contains individuals who represent each of the seven role groups attending the conference

The Network will assume the responsibility for initiating contact with Haroldie Spriggs and Roberto Zarate to secure their services as facilitators. It was agreed that the composition of the five mixed role groups scheduled to meet on Day 1 from 3:00 - 4:15 P.M. would be predetermined by the Network office, and that registration materials would incorporate a simple color coding system to facilitate this grouping (e.g., all persons with green dots on their registration badge will meet in one group, those with blue in another, etc.). These groups will be structured so as to include one or more representatives from each of the seven role groups attending the conference.

The final agenda for Day 1 activities was agreed to be as follows:

Day 1 - October 22, 1979

8:30 - 9:00 A.M. REGISTRATION

9:00 - 9:45 INTRODUCTION TO CONFERENCE

Includes description of all activities carried out by the Planning Committee. This introduction, to be given by Rubén Olivárez, will also include a brief overview of the Teacher Corps Program at the local and national level.

9:45 - 10:30 KEYNOTE ADDRESS

Given by William Smith. No finalized title yet, but a suggestion was "Teacher Corps: What's in it for me?" The focus of this address will be on the presentation of information regarding Teacher Corps' positive impact on IHE, LEA, and Community constituencies.

10:30 - 10:45 BREAK

(Large conference room divided into thirds)

10:45 - Noon TEACHER CORPS: A TASK ANALYSIS

Small group sessions with same role groups meeting. Facilitators in each group will lead an overview of the nature and tasks faced by the local Teacher Corps project. A pre-packaged media presentation (A slide-tape package and/or a videotaped product) will be provided to facilitators of each group that covers the organizational model being covered. The overall appearance of this framework, including suggested changes by committee members, is attached. Facilitators will receive this package, and instructions on its use, as soon as possible.

Noon - 1:30 P.M. LUNCH (on your own)

1:30 - 3:00 DESCRIPTION OF ROLE GROUP FUNCTIONS

Small group sessions with same role groups meeting. Continuation of the A.M. session, beginning with review of "full" Teacher Corps organizational model (overhead). Small group members are given the task of answering the general questions, "How do documentors (directors, principals, etc.) fit into this model?" and "What activities are they responsible for in each component?" Each role group will address these issues only for their position; i.e., documentors will focus on the documentor's role, principals on the principal's role, and so forth. Each facilitator is free to stimulate this discussion in whatever manner they feel most comfortable with. Two suggestions given were: (a) Have each member of the group write their answer to questions such as, "What responsibilities does a ______________ have in the community/EPDS/Management component?" and (b) facilitator present probing questions to the group and engage them in verbal group brainstorming. A required end product of this session will be a piece of newsprint listing the group's consensus of what the major responsibilities and activities are for their role group. Four copies of this newsprint (making a total of five with the original) should be made by the group for use in the mixed role group session in the afernoon.

3:00 - 4:15 P.M. SHARING OF ROLE FUNCTIONS

Mixed role group sessions, with five small groups, each containing one or more representatives from each of the seven role groups present at the conference. Each role group should bring a copy of the "consensus role" description on newsprint generated from the 1:30 - 3:00 sessions. The newsprints from each role group will be placed on the walls and each role group will have an opportunity to review their own description, elaborating and clarifying when necessary. Facilitators are given the change of eliciting sharing between role groups and prompting discussion on how roles overlap, support one another, are viewed differently by different role groups, and so forth.

4:15 - 4:30 BREAK

(Large group meeting space reconstructed)

4:30 - 5:00 SUMMARY AND/OR QUESTION AND ANSWER PERIOD

Bill Smith (if his schedule allows) will respond to any questions posed by members in the large group, and Rubén will conclude by summarizing the day's activities and previewing the activities for Day 2.

Discussion then focused on activities for Day 2 of the conference which are to be aimed at developing specific skills for the role groups present. After lengthy discussion and exploration of a variety of approaches, it was agreed that the concept of offering an entire day's training would be retained, but that role groups would be offered a choice of training strands to choose from. The role group combinations and training strands agreed upon were:

(A) Central Administrators, Principals, Program Development Specialists, and Directors will be asked to choose one of the following three strands to follow on Day 2.

. "Clinical Supervision and Faculty/Staff Development Procedure." Sarah White has agreed to lead this presentation and she has been given the option of contacting Al Warner to serve as a co-presenter.

. "Needs Assessment Techniques as a Means of Structuring Inservice Education Programs" Bob Houston has agreed to lead this presentation.

. "Management Strategies" Leon Lesinger was recommended by Fenway English as an excellent resource person in this area, with a speciality in Management ideology. The Network will contact Dr. Lesinger on this issue.

(B) Community Coordinators and Community Council Chairpersons will be asked to choose one of the following two strands to follow on Day 2:

. "Communication Skills Development" The two individuals recommended to lead this session were Josie Smith (preferred choice) and June Gallessich (alternate). The Network will contact Josie first and then June if Josie is unavailable.

. "Developing and Utilizing Community Resources." The two individuals recommended to lead this session were Cliff Whetten (preferred choice) and Paul Collins (alternate). The Network will contact Cliff first and then Paul if Cliff is unavailable.

It should be noted that the titles of the five training strands listed above are tentative at this time. When presenters are firmed up, a list of final titles, presenters, and description of objectives and content of each session will be mailed to committee members.

David Ross met with Texas documentors in Dallas during the week of September 24-28 and it was that group's consensus that they would like to meet as a single group for Day 2 activities with the focus of dicussion being on sharing and exchanging of ideas, problems, and practices between Program '78 and Program '79 documentors. David agreed to take responsibility for having each Program '79 documentor prepare a list of issues, questions, and concerns that he/she would like to have addressed by the Program '78 documentors. These lists will be collected by David prior to the conference and distributed to Program '78 documentors so that they may begin formulating responses. David asked that he, Lou Bridges, and Lynn Reyes be scheduled to arrive in Austin on Sunday morning, October 21, so that they could finalize planning for the Day 2 activities for documentors.

The chronology of Day 2 activities is as follows:

Day 2 - October 23, 1979

9:30 - 10:00 A.M.	PREVIEW
Overview of day's activities, description of training strands in large group	
10:00 - 10:15	BREAK
(allow for rearrangement of large conference room)	
10:15 - 11:30	SKILLS TRAINING SESSION
11:30 - Noon	HOTEL CHECK-OUT
Noon - 1:30 P.M.	LUNCHEON with Guest Speaker, Dr. Mel Sikes
1:30 - 3:00	SKILLS TRAINING SESSION continues
3:00 - 3:15	BREAK
3:15 - 4:30	SKILLS TRAINING SESSION continues
4:30 - 5:00	RECONVENE as large group; SUMMARY AND CLOSING

The meeting of the Developmental Training Conference was adjourned at 5:30 P.M.

Addendum: Haroldie Spriggs, intended facilitator for the Directors' role group, will be unable to attend. A suitable replacement is currently being sought by the Network office.

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DEVELOPMENTAL TRAINING CONFERENCE
Planning Committee Meeting Minutes
Austin, Texas
October 21, 1979

Members Present: Johnnie Mills, Linda Jiménez, David Ross, Quintín Vargas, Roberto Zárate, Roberto Pérez, Richard Bocanegra, Diane Jones, James Corbett, Rubén Olivárez, and Gary W. Weibly.

Rubén Olivárez opened this, the final preconference meeting of the Teacher Corps Developmental Training Conference Planning Committee, by welcoming all those present to the Hilton Inn and the workshop. He explained that individuals present for the meeting included members of the Planning Committee, conference facilitators and presenters; and conference attendees. He began by distributing a sheet to all those present that summarized room and responsibility assignments related to the conference. He led everyone on a "dry run" through this sheet, taking care to see that everyone was aware of where they were supposed to be, when they were supposed to be there, who they were to be with, and what they were supposed to do. At that time he also gave a historical perspective on changes in the facilitator/presenter list.

Following this Gary Weibly introduced the videotape presentation of the Teacher Corps Organizational Framework. Those facilitators present received their copies of the accompanying narrative script and associated overhead transparencies. After viewing the videotape a general discussion followed which resulted in a joint decision not to use the presentation in the conference. Those facilitators present thought that the videotape was a little difficult to follow, used a stilted script, and would represent an unnecessarily burdensome equipment monitoring. Therefore, each facilitator was instructed to rely instead upon their own judgement and ability in presenting the Teacher Corps Organizational Framework. Props for this presentation include the narrative script, overhead transparencies, and the Profile Scale. This latter instrument, the Profile Scale, was developed by Roberto Pérez, Richard Bocanegra, and Miguel de los Santos. It is a structured procedure whereby participants will be able to review each of the Teacher Corps components and its sub-tasks with regard to their involvement. The facilitators present agreed to utilize this form in the next day's sessions, but the exact manner in which it would be used was left up to the discretion of the individual facilitator.

Following this, the group entered into a general discussion of the principle elements of the narrative script accompanying the Organizational Framework. Following several instances of relatively lengthy dispute over certain aspects of the Framework (e.g., is there really a distinction between formal and regular inservice), a decision was made by the group to allow each facilitator the freedom to vary the script according to his or her preferences, as long as the basic information presented remained consistent across facilitators. The need to present the information at a level understandable by the conference attendees was heavily stressed.

The group then broke for the evening.

APPENDIX C

Narrative Script Supplied to Facilitators: A Teacher Corps Organizational Framework

A TEACHER CORPS ORGANIZATIONAL MODEL

Descriptive Statement

The attached narrative script and diagram copies represent the bulk of the programmatic material that will be discussed in your small group sessions. When looking this material over, please keep several considerations in mind.

. The diagrams included are composite copies of the organizational model's various parts. Transparencies (overheads) of all these diagrams will be made available for your use at the time of the conference.

.The diagram copies you have are composites of the actual transparencies. That is, the transparencies are overlaid so as to allow for the building up of a model component step-by-step. The copies you have are of each transparency, with all overlays in place.

.The narrative script is for your use as a guide in planning for and facilitating small group discussions. Use it as you see appropriate.

. All conference participants will be given an overall exposure to this model through viewing an automated slide-tape presentation. This will be done to facilitate the discussion in your small groups; i.e., less time spent on reviewing the model, more time on exploring it and role expectations through discussion.

Please feel free to give the Network office a call at (512) 471-1701 if you have any questions. And don't forget, all facilitators should plan on attending a pre-conference planning session Sunday evening at 5:00 P.M., October 21, at the Hilton Inn. Please note that the correct meeting time is 5:00 P.M.; some early communications had speculated a somewhat later time but 5:00 P.M. is the scheduled time. The Hilton is unable to give us a precise meeting location at this time, but word of the meeting site will be left at the registration desk at the hotel.

TEXAS TEACHER CORPS NETWORK

Developmental Training Conference

October 22-23, 1979

Facilitator Training Material

Rubén D. Olivárez
Director

Gary W. Weibly
Program Coordinator

What is Teacher Corps? In the past there have been efforts to explain the program in the context of its national goals and its four basic outcomes. The national goal of Teacher Corps is "to improve the educational opportunities for children from low-income schools and communities through the improvement of Teacher Education programs in universities and the inservice training programs of teachers and other practicing educational personnel." Teacher Corps' four basic outcomes are: (1) an improved school climate which fosters the learning of children of low income families, (2) an improved educational personnel development system for persons who serve or who are preparing to serve in schools for children of low income families, (3) the continuation of educational improvements (including products, processes, and practices) made as a result of the project, after the Federal funding ends, and (4) the adoption or adaptation of those eudcational improvements by other educational agencies or institutions. While this goal statement and the outcomes are generally accepted, they do not, however, communicate clearly the complex task of designing and implementing a funded Teacher Corps project. And a complex task indeed it is. Let us spend a short time exploring the essence of this complexity. Beginning with the federal published rules and regulations, there are certain program requirements that initiate the formulation of Teacher Corps' unique and complex character. For example, it is required that every funded local project be planned and carried out jointly by a university and a school district. This partnership is affected by yet another Teacher Corps requirement; and that is an elected body, representative of the community being served, must enter into this arrangement as a third and equal partner. Hence, one of Teacher Corps' peculiarities is that from its very inception, a local project operates on the basis of a joint institutional partnership arrangement which is referred to as collaboration. Because the Teacher Corps is a national demonstration project, there are other regulations that, when enforced, shape and add further to its programmatic character. In addition to the collaborative aspect already mentioned, projects are required to document and evaluate all major program events, including planning and implementation activities. Furthermore, all projects are required to demonstrate what and how they intend to institutionalize those planned practices that prove to be successful.

Another regulation requires projects to disseminate successful practices to other settings wihtin and beyond the local community, schools, and universities involved in the project.

The demonstration focal point then becomes the happenings and outcomes which take place in the participating college or university, the school district's target schools which are an elementary, middle, and a high school, and the general community designated by the boundaries of those schools.

A brief pause from this yet to be completed statement of "What is Teacher Corps?" will allow us to quickly delineate some preliminary program features that in themselves are ambitious undertakings never before confronted by the education community in such a serious manner as that mandated by the National Teacher Corps Program: Collaboration; Planning; Implementation; Documentation; Evaluation; Demonstration; Institutionalization; and Dissemination.

As if these were not in themselves colossal administrative and management challenges with which we've had little or no experience, there are yet other program requirements which further add to the expanding and complex nature of the program.

Projects are expected to conceptually define, programmatically translate, and put into action education that is multicultural. This thematic thrust must be evidenced in all planned program activities. Projects are also expected to develop and model successful strategies for dealing effectively with exceptional children, and to provide for the individualization of instruction. Furthermore, there must be evidence of active and meaningful community participation in all of the project's endeavors.

All of these program features are supposed to be present in a project's major planned undertakings: 1) inservice training for school personnel, 2) faculty development for university professors, 3) a model preservice training program for teacher interns, 4) continuing education activities for teachers, and 5) community-based education. Adding to the challenge of the task is the observation that all of these areas of the educational arena have been designated by both the public and private educational sectors of our society as being in dire need of improvement, if not total overhaul. Teacher Corps, then, becomes the vehicle to exploit a rare opportunity for significant and lasting educational improvement.

But, how does one incorporate all of these required project characteristics and major developmental tasks into a manageable unit of action? The answer to this question is crucial.

This presentation has been produced to share with all Teacher Corps personnel a conceptual framework that identifies and orders all the unique Teacher Corps programmatic features and major operational tasks in a coherent and manageable fashion. The ultimate goal of this presentation is not to describe "THE" Teacher Corps model; rather the information to be presented is a collective overview of the Teacher Corps happening. Emphasis has been placed on the development of a flexible model that incorporates and integrates the essential ingredients of every Teacher Corps program, yet at the same time allows for the variety and personalization required by each individual project.

The slide you see now is of the completed conceptual model of the Teacher Corps Program. Included in this model are all the unique programmatic features, components, and Teacher Corps partners just described. The full model is being shown now as a preview of the direction this presentation will take. In the process of explaining and developing this model, we will "assemble" it partner-by-partner, component-by-component. By doing so, we hope to foster a common framework for describing and organizing the phenomenon that is a Teacher Corps project.

The initial starting point for our model lies, logically, in the foundation of every Teacher Corps project: the concept of partnership. All Teacher Corps projects, from the time of their inception through their last year of funding, and beyond, are the shared efforts of a special partnership. Often referred to as constituencies, each member of this partnership brings unique resources, talents, and concerns to the overall Teacher Corps Project. These partners, or constituencies, are given the important charge of collaboratively planning for and implementing the local project. Let us now move on to a discussion of this partnership and by doing so begin to build our Teacher Corps model.

An Institution of Higher Education (IHE) or better known as the university or college is one of the elements in the Teacher Corps partnership. The linkage of the Teacher Corps project to the university may be a college, a department, or a division of education. Some of the unique characteristics inclusive in this constituency are: it operates largely independently of other educational institutions such as local school districts, state education agency, and so forth; it functions under its own set of policies and regulations; and it posesses a unique set of values and goals.

A Local Education Agency(LEA) or better known as a school district is another of the major constituencie in the Teacher Corps partnership. The linkages of the Teacher Corps project to the school district occur through at least one elementary school, a middle or junior high school, and a high school. Because Teacher Corps guidelines require that these schools have a natural progression flow of students from elementary to secondary levels, the composite collection of Teacher Corps designated schools is referred to as a Feederschool System. The entry of the project into the schools is facilitated by the school principal with the guidance and support of the Superintendent's office. The connection between the school principals and the Superintendent's office varies from project to project. In some projects, especially in large school districts, the key Teacher Corps linkage to the Superintendent's office may be an assistant superintendent for instruction, a director of staff development, or another key position that the Superintendent deems most appropriate. The school district possesses characteristics that differentiate it from the other two members in the partnership. Its functioning is typically independent of the university; it is directly responsible to its clientele; and it is often closely linked to values, timetables, and regulations determined by the State Education Agency.

The Community as a constituency in the Teacher Corps partnership completes the basic relationship found in most local projects. The community constituency is represented by an elected community council. As reflected by circle size in this diagram, the community constituency, as required by Teacher Corps regulations, is intended to have equal parity with the IHE and LEA constituencies.

While the typical Teacher Corps project is aptly described by this three member constiuency relationship, special projects exist that incorporate a fourth constituency or partner: community service agencies. An example of such a relationship may be seen in Youth Advocacy Projects which may include a Juvenile Corrections department into their Teacher Corps partnership as a means of serving youngsters whose educational needs extend outside the boundaries of the three primary Teacher Corps constituencies.

It is important to recognize that the three or four elements making up the Teacher Corps partnership as described here are not program components. Components, for the purpose of this presentation, will be an operational construct that describes the major tasks faced by any Teacher Corps program. Components, and their description, will be considered an index of what Teacher Corps projects do. The three primary Teacher Corps elements just described (IHE, LEA, and Community), on the other hand, refer to constituencies that are jointly entered into a collaborative working relationship. As the elements of Teacher Corps project governance begin to evolve, the concept of partnership and constituency carries over to the formation of the Policy Board. Each of the partners is represented in the decision-making Policy Board by its chief officers: the university by its Dean of Education, the school district by its Superintendent, the Community by the Community chairperson from an elected Community Council, and the Community Service Agency by its leader.

With this overall framework of the Teacher Corps partnership in mind, we may move on to a discussion of the actual components making up a Teacher Corps program. As pointed out earlier, the use of the word components implies specification of task or activities the local project will engage in. The first component to be discussed will be the Community Education Component.

The Community Component of a Teacher Corps project refers to those activities that are aimed primarily at the community constituency. This does not mean, however, that only the community constituency is involved in activities associated with the community component.

Because of Teacher Corps collaborative nature, aspects of community pertaining to other project components are developed in concert and with input from project members who represent other constituencies. This collaborative involvement will be further explained when describing other components later.

The community component may consist of two sub-components. One includes planned project activities that affect the general community within the boundaries of two or more project schools. For the purpose of this presentation this will be refereed to as feeder system-wide subcomponent. Examples of such activity could be a general community and parental awareness project aimed at calling attention to a serious drug problem that appears to be widespread through the elementary and secondary schools. Or it could be an activity constituting a series of educational cultural events that affect the school personnel and members of the community.

The other sub-component includes community education activities that are school specific. Examples of such activities could be a teacher home visitation project in which all of the teachers in the school participate, or a toy lending library project which involves parents of pre-school children in weekly sessions where they learn how to construct, utilize, and check out educational toys for home use.

The other component to be discussed is the Educational Personnel Development System component. One of Teacher Corps' main tasks in its attempt to realize its overall expected program outcomes is training for the existing educational personnel in the feeder school system and the training and preparation of new personnel, the interns. However, because of the unique nature of the training which is that of being specific to the educational needs of the children in the Teacher Corps designated feeder school and community settings, it also implies training for those university professors who themselves are responsible for training educational personnel who are being prepared to serve or who are already serving in those schools.

Therefore the component with the overall task of developing educational personnel includes three subcomponents: 1) training of educational personnel in the schools or better known as regular inservice; 2) training of new personnel (Teacher Corps interns) or better known as preservice, and 3) training of university professors, better known as university faculty development. There is yet another subcomponent which, for the purposes of this presentation, is referred to as formal inservice. It is conceivable and highly probable that some of the school personnel receiving training through the Regular Inservice Component may desire to earn and receive university credits for their participation in the training. It is also highly probable that for teachers already in service the university may want to develop courses geared to the specific needs of the Teacher Corps schools. Thus the task of organizing this aspect of the educational personnel development system becomes a subcomponent in itself.

Hence, a quick review of the Educational Personnel Development System component shows us that there are four subcomponents: 1) Regular Inservice; 2) Formal Inservice; 3) Preservice; and 4) University Faculty Development.

The Regular Inservice component consists of two different types of subtasks. One includes inservice training activities which have the combined participation of the educational personnel in the elementary and secondary schools, which is here referred to as feeder system-wide inservice. Examples of training activities of this nature are inservice workshops on cultural awareness, school community relations, general teaching and learning strategies and bridging the gap between elementary and secondary schools.

The other subtask includes inservice training activities that are school specific. In order for Teacher Corps to positively affect individual school climates and demonstrate the processes used, it must localize a large portion of its training to individual schools. Developing a school's capacity to continuously improve and renew itself is one of the major goals of the Educational Personnel Development System Component. Thus emerges a set of tasks which correspond to each participating school's improvement and staff development needs. Such major and long term events as getting ready and organizing the school for improvement purposes, developing school specific needs assessments, establishing procedures for goal setting, training strategy development and ongoing evaluation are only some of the essential elements of a school-based inservice effort aimed at significantly impacting the school's climate in a positive and lasting manner. The importance of this effort magnifies when considering Teacher Corps' responsibility to document, demonstrate and adopt or adapt those processes which prove to be successful outcomes of a local project.

This leads us then to the third major component of a Teacher Corps project; the task of managing both the resources provided by the project grant and the existing local resources within the constituencies of the Teacher Corps partnership. Accomplishment of this task in the most effective and efficient manner is crucial to the realization of local project goals and objectives and to the overall accomplishment and success of the national program.

While the two major components described earlier, Community and Educational Personnel Development Systems, constitute the heart of a local project's undertaking, the project administrative and management component can be seen as the central decision-making and resource allocation and deployment unit. The general implicit task of this component is designing and implementing a system of the project's overall operational procedures. Planning, directing, and coordinating the activities of the community and educational personnel development system component is the major activity of this project task.

Besides these basic tasks there are other accompanying project required assignments which in themselves constitute major subtasks of the project's administrative and management effort. Hence, a quick review of the Project Administration and Management Component shows us that there are seven subcomponents: 1) Collaboration; 2) Planning; 3) Implementation; 4) Documentation and Evaluation; 5) Demonstration; 6) Institutionalization; and 7) Dissemination.

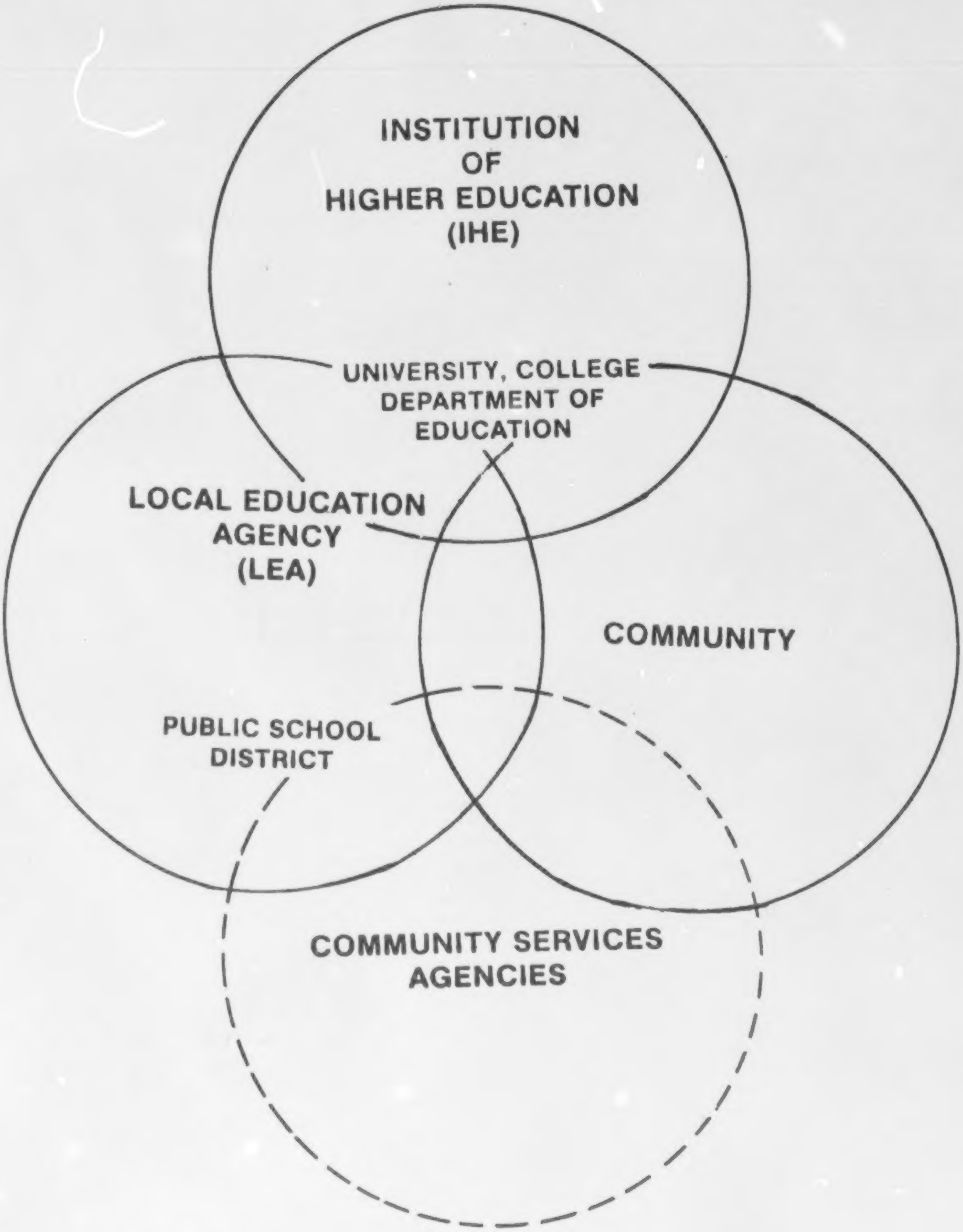
As local projects plan and carry out their activities there are four areas of specific emphasis that are highlighted. Philosophical and programmatic characteristics of the following must be present and demonstrated in every organized component throughout the five year duration of the project: 1) Education that is multicultural; 2) Education for children with exceptionalities, this includes gifted and handicapped children as well; 3) Individualization of Instruction, and 4) Community-based education. These are thematic elements which permeate an entire Teacher Corps project design.

This, then completes the development of a conceptual framework of the Teacher Corps. As was mentioned earlier, this framework is not to be considered as "the" Teacher Corps model. It is one way to incorporate and integrate the essential ingredients of all Teacher Corps projects. A firm understanding of this framework should enable every project staff member and other key project personnel to begin an exploration of the role that each must play in order to successfully realize the four basic outcomes of the national program.

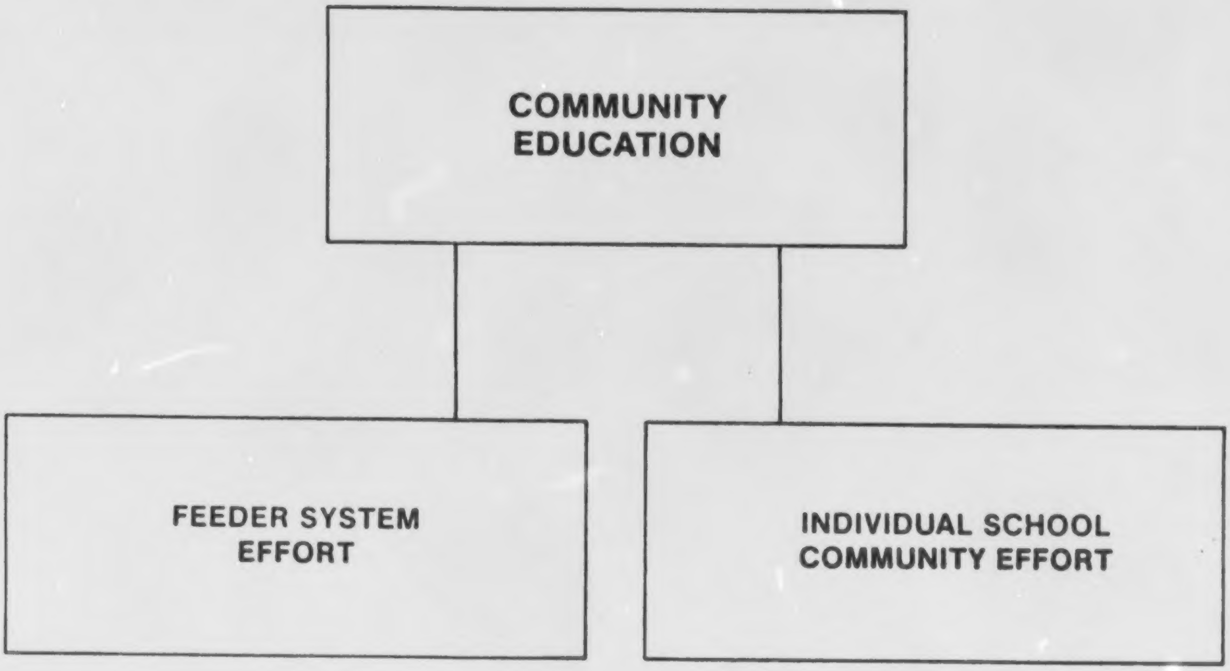
APPENDIX D

Overhead Transparencies Supplied to Facilitators: A Teacher Corps Organizational Framework

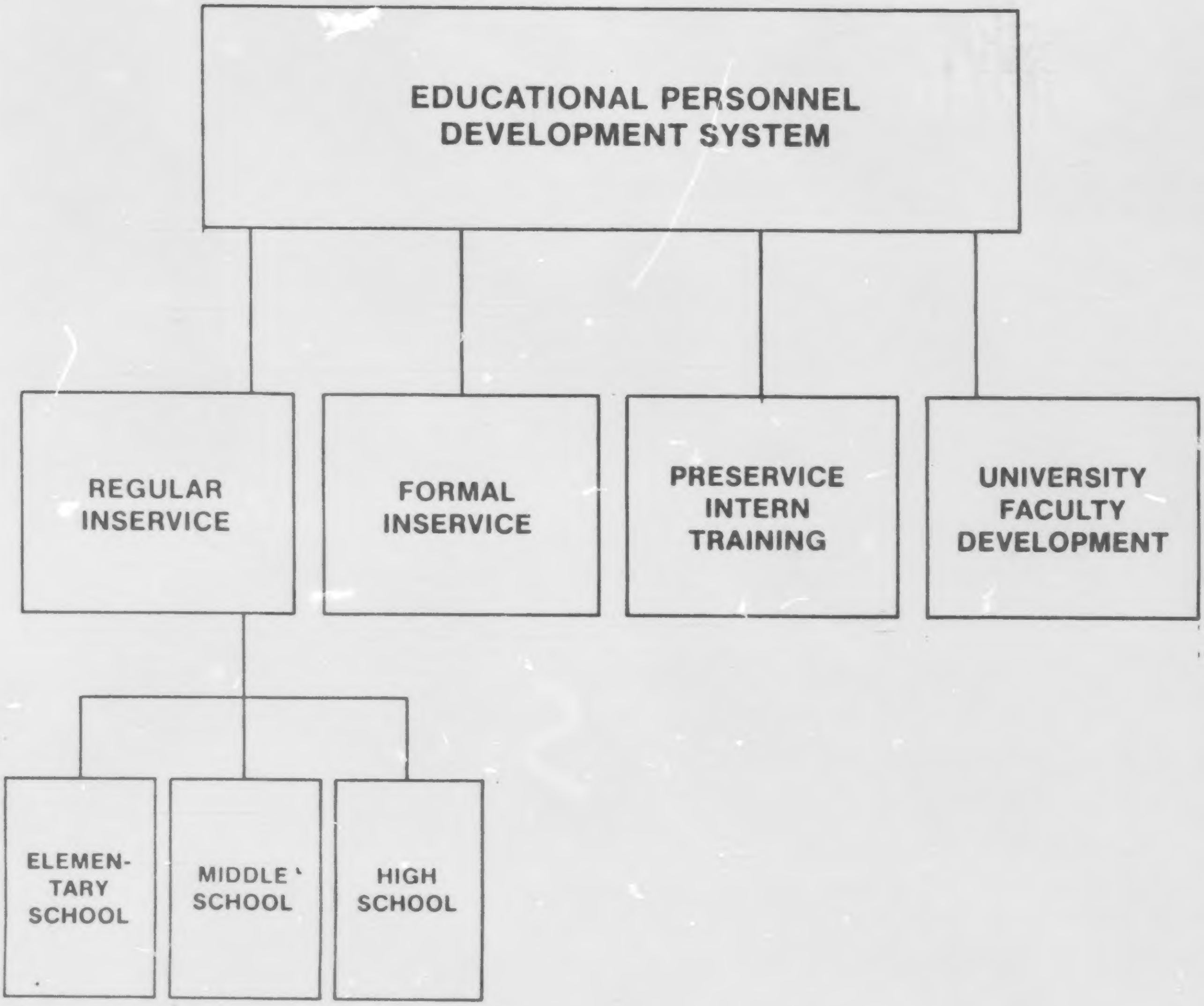
Overheads 1 - 4: Teacher Corps' Constituencies


INSTITUTION OF HIGHER EDUCATION (IHE)
UNIVERSITY, COLLEGE DEPARTMENT OF EDUCATION
LOCAL EDUCATION AGENCY (LEA)
COMMUNITY
PUBLIC SCHOOL DISTRICT
COMMUNITY SERVICES AGENCIES

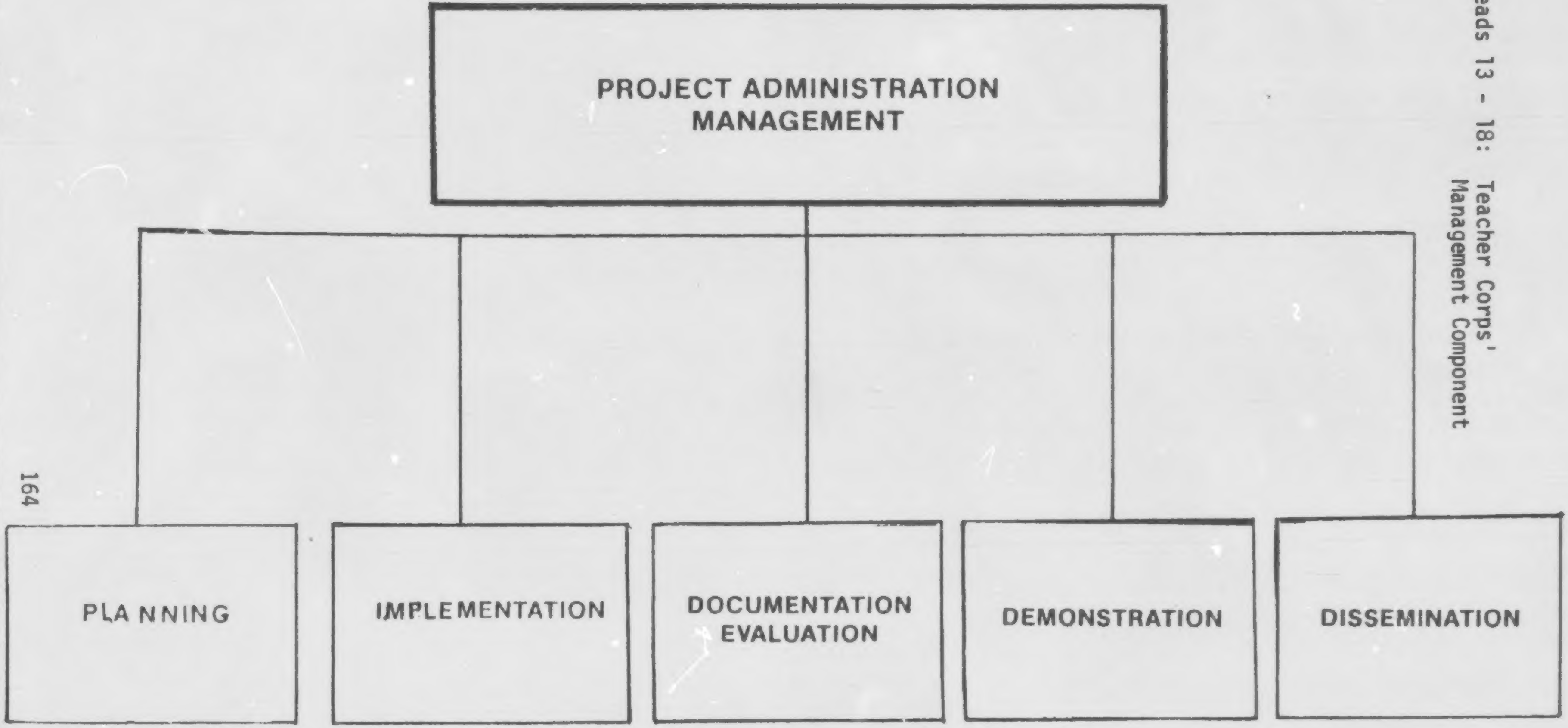
Overheads 5 - 7: Teacher Corps' Community Component



Overheads 8 - 12: Teacher Corps' EPDS Component


EDUCATIONAL PERSONNEL DEVELOPMENT SYSTEM
REGULAR INSERVICE
FORMAL INSERVICE
PRESERVICE INTERN TRAINING
UNIVERSITY FACULTY DEVELOPMENT
ELEMENTARY SCHOOL
MIDDLE SCHOOL
HIGH SCHOOL

Overheads 13 - 18: Teacher Corps' Management Component



PROJECT ADMINISTRATION MANAGEMENT

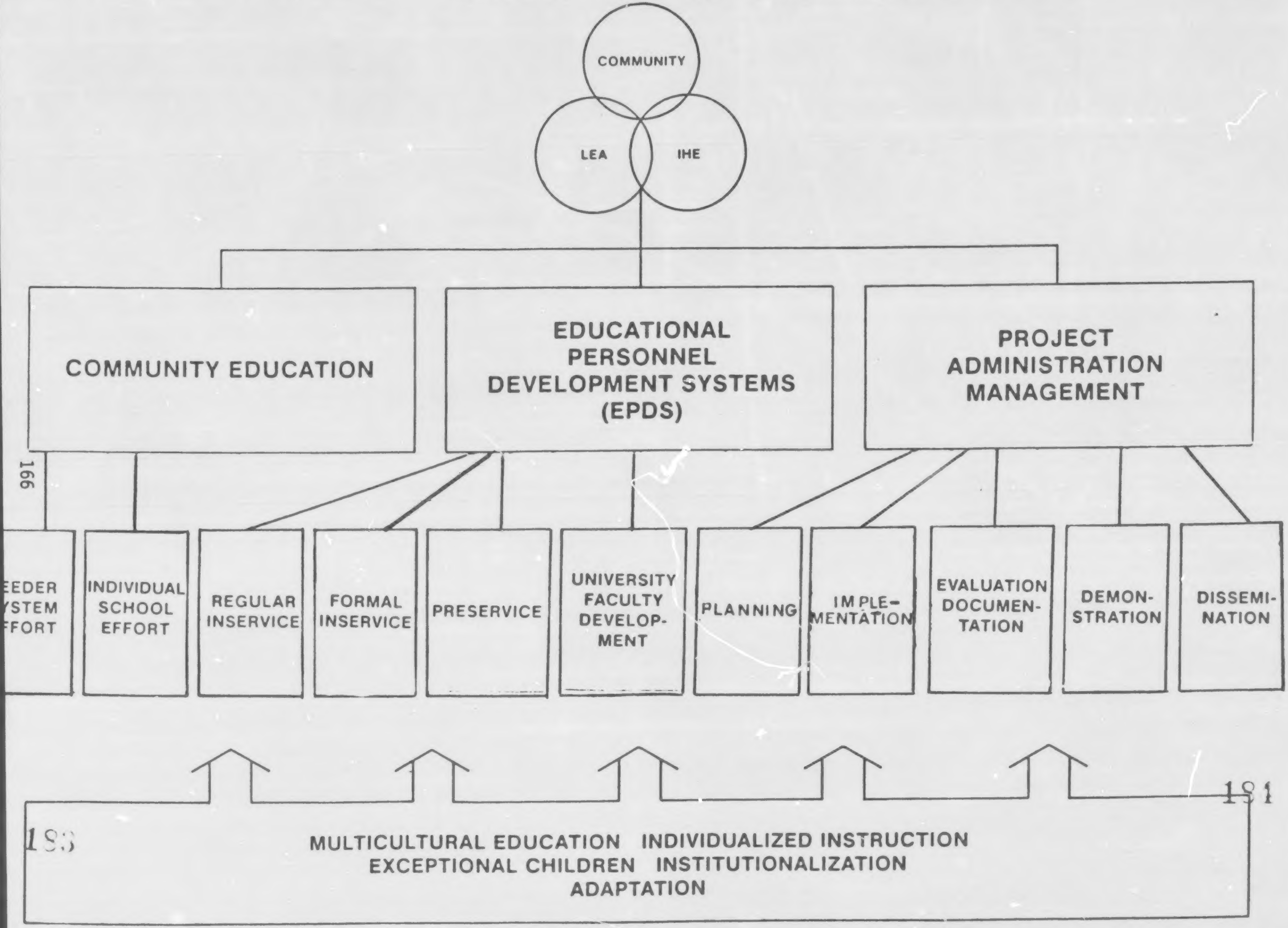
- PLANNING
- IMPLEMENTATION
- DOCUMENTATION EVALUATION
- DEMONSTRATION
- DISSEMINATION

Overhead 19: Teacher Corps' Thematic Characteristics

THEMATIC CHARACTERISTICS

- INDIVIDUALIZED INSTRUCTION
- MULTICULTURAL EDUCATION
- EXCEPTIONAL CHILDREN
- INSTITUTIONALIZATION
- ADAPTATION

Overhead 20: Teacher Corps' Organizational Model



COMMUNITY

LEA

IHE

COMMUNITY EDUCATION

EDUCATIONAL PERSONNEL DEVELOPMENT SYSTEMS (EPDS)

PROJECT ADMINISTRATION MANAGEMENT

EEDER YSTEM FFORT

INDIVIDUAL SCHOOL EFFORT

REGULAR INSERVICE

FORMAL INSERVICE

PRESERVICE

UNIVERSITY FACULTY DEVELOPMENT

PLANNING

IMPLEMENTATION

EVALUATION DOCUMENTATION

DEMONSTRATION

DISSEMINATION

MULTICULTURAL EDUCATION INDIVIDUALIZED INSTRUCTION
EXCEPTIONAL CHILDREN INSTITUTIONALIZATION
ADAPTATION

APPENDIX E

Conference Logistics

1) Conference Participants
2) Conference Program
3) Day Two Activity Changes
4) Documentor's Request for Information

TEXAS TEACHER CORPS NETWORK DEVELOPMENTAL TRAINING CONFERENCE

October 22-23, 1979
Austin Hilton Inn
List of Participants

Prairie View A&M University

Helen Boyer
Mary Catchings
Ross Clark
George Higgs
George Jett
Herman Jones
William Parker
Rose Telles
March M. Tramble
Willie Trotty
Wayne Schultz
Waymon Webster

North Texas State University

Edwin Artmann
David Boger
Betty Flanagan
Joe Granado
Joseph Honore
John O'Glee
Pablo Pérez
David M. Ross
Richard L. Simms
Thurman Stephens

Texas Southern University

Earvin B. Aaron
Esther Carter
Mae Clark
Ulysess Cross
Willa Mae Doucet
Dennis Flim
Toley Hart
Jacqueline Horton
Claudette M. Ligons
Jesse Lundy
Charles J. Modiste

Laredo State University

Miguel A. Conchas
Roberto Flores
Amalia González-Arroyo
Candy Hein
Ruby Hinojosa
Juan Martínez, Jr.
Jorge Morales
Alfonso Ornelas
Carmen Palacios
Nora Sánchez
Humberto Treviño
Quintín Vargas

University of Houston

Margaret W. Cohen
Glenda Flem
H. Jerome Freiberg
Jessie Grant
Lynn Reyes
La Nelle Says
Dorthea Smith
Mildred Tate
Karan Townsend
Omie Ware

Texas Christian University

Bill Best
Michael Gossie
Johnny Largent
Jose López
Twain Morrow
Henry J. Patterson
Anna L. Pérez
Johnny Rumfield
Leo J. Sauceda
Nita Scarborough
Pete Zepeda

Edgewood ISD/Trinity

Richard Bocanegra
Corina Cuevas
Elsworth Drummer
Tom Hill
Linda Jímenez
Paul Kantz
Jessica Leslie
Marta Nichols
Clara Utley
Rosendo Valdez
Janice Veltman
Sam Williams
Roberto Zarate

St. Edward's University

Jim Corbett
Julio Domínguez
Nelda García
Linda Gutiérrez
José Johnson
Esequiel López
Bob McKay
Roberto Pérez
Byron Secrest

Texas Tech University

Lou Bridges
Duane Christian
Danny DeGuire
Dorothy Filgo
Ellis Loter
Linda McDonald
Charles Reavis
Judy Wiebusch
Knox Williams
Richard Ybarra

Facilitators/Presenters

Richard Bocanegra
William Davidson
Miguel de los Santos
Robert Elmes
Dewayne Ford
Linda Jiménez
Diane Jones
Roger Pankratz
Roberto Pérez
Quintín Vargas
Cliff Whetten
Roberto Zarate

Keynote Speaker

Dr. William Smith

National Teacher Corps
Washington, D.C.

Luncheon Speaker

Dr. Melvin P. Sikes

Educational Psychology
The University of Texas
at Austin

Documentors

Nancy Baenen
James Hoffman
Leo Juárez
Maureen Walker
David Wilkinson
Cheryl Yelich

Network Staff

Rubén D. Olivárez
Gary W. Weibly
Emma R. Harley

The University of Texas at El Paso

Irene Anchondo
Lewis Aptekar
Juan Aranda
Dewayne Ford
Mary Fraidenburg
Don Horecka
Lee Jones
Bertha Pérez
John Ramirez
Jimmy Walker

Teacher Corps Developmental Training Conference

The present conference is the result of input from three primary sources. Each of these three, and their unique contributions to conference planning activities, are described below.

(A) *Formative Evaluation Data:* The evaluation data from the Teacher Corps Role Group Conference held in Corpus Christi in June, 1979, revealed that the participants at that workshop, collectively, felt that a follow-up session dealing with role group exploration would be useful and productive. The activities scheduled for day one of the conference were designed to meet this need.

(B) *Needs Assessment Data:* A preliminary needs assessment device was administered to the Network Board of Directors in August, 1979. Based on those results, a follow-up device was administered the following month to the key role groups who would be attending this conference. Results of these two surveys were utilized in the planning of specific activities for the Developmental Training Conference, particularly those activities scheduled for day two.

(C) *Planning Committee Input:* The bulk of conference planning was carried out by the members of the Planning Committee. This committee was comprised of members from each of the role groups who would be attending the conference.

The overall conference was designed to:

1) Present participants with a conceptual framework of the organization, management, and responsibilities of a local Teacher Corps Project.

2) Provide participants with the opportunity to identify their role group responsibilities within the Teacher Corps Project framework previously discussed.

3) Provide participants with the opportunity to share the results of the role clarification activities with members of other role groups.

4) Provide participants with training in specific skill areas.

Specific skill training sessions were structured so as to leave most participants with a choice of activities. Central Administrators, Principals, Program Development Specialists, and Directors will select one of the following training strands to attend on day two of the conference:

- "Clinical Supervision Methods"
- "Needs Assessment Techniques and Inservice Education"
- "Management Strategies for Institutionalization"

Community Coordinators and Community Council Chairpersons will select one of the following two training strands to attend on day two of the conference:

- "Developing and Using Community Resources"
- "Communication Skills Development"

Documentors will meet together as a group on day two of the conference to facilitate a sharing and exchange between Program '78 and Program '79 documentors.

PROGRAM
Day One
October 22, 1979

8:30 - 9:00	Registration
9:00 - 9:35	Introduction, Agenda, Explanation of Activities Dr. Rubén Olivárez, Director, Texas Teacher Corps Network
9:35 - 9:45	Introduction of Keynote Speaker Dr. Kay Killough, Assistant Superintendent, Austin Independent School District
9:45 - 10:30	Keynote Speaker Dr. William Smith, National Director, Teacher Corps
10:30 - 10:45	Break
10:45 - Noon	Same Role Group Session TEACHER CORPS: A TASK ANALYSIS
Noon - 1:30	Lunch (on your own)
1:30 - 3:00	Same Role Group Session DESCRIPTION OF ROLE GROUP FUNCTIONS
3:00 - 4:15	Mixed Role Group Session SHARING OF ROLE FUNCTIONS
4:15 - 4:30	Break
4:30 - 5:00	Question & Answer Period Dr. William Smith

PROGRAM
Day Two
October 23, 1979

9:30 - 10:00	Preview of Day's Activities Dr. Rubén Olivárez
10:00 - 10:15	Break
10:15 - 11:30	SKILLS TRAINING SESSION
11:30 - Noon	Hotel Check-out
Noon - 1:30	Luncheon Guest Speaker, Dr. Mel Sikes
1:30 - 3:00	SKILLS TRAINING SESSION (continues)
3:00 - 3:15	Break
3:15 - 4:30	SKILLS TRAINING SESSION (continues)
4:30 - 4:40	Break
4:40 - 5:00	Reconvene as large group 1. Workshop Summarization 2. Questions and Answers 3. Evaluation 4. Adjournment

Network Board of Directors

Chairman
Dr. James Corbett
St. Edward's University
•
Mr. Miguel Conchas
Laredo State University
•
Dr. Richard Simms
North Texas State University
•
Dr. Henry Patterson
Texas Christian University
•
Ms. Linda McDonald
Texas Tech University
•
Dr. Bertha Perez
The University of Texas
at El Paso
•
Dr. H. Jerome Freiberg
University of Houston
•
Dr. Claudette Ligons
Texas Southern University
•
Dr. William Parker
Prairie View A&M
•
Mr. Richard Bocanegra
Edgewood Independent
School District

Conference Planning Committee

Mr. Richard Bocanegra; Director, Edgewood ISD/Trinity
Ms. Mae Clark; Principal, Texas Southern University Project
Dr. James Corbett; Director, St. Edward's University
Mr. Dewayne Ford; Community Council Chair, UTEP Project
Ms. Linda Jiménez; Community Coordinator, Edgewood ISD
Dr. Claudette Ligons; Director, Texas Southern University
Dr. Roberto Peréz; Program Development Specialist, St. Edward's University
Mr. David Ross; Documentor, North Texas State University
Dr. Quintín Vargas; Program Development Specialist, Laredo State University
Dr. Rubén Olivárez; Director, Texas Teacher Corps Network
Dr. Gary W. Weibly; Program Coordinator, Texas Teacher Corps Network

Facilitators

Bocanegra, Richard; Director, Edgewood ISD/Trinity University Project.
De Los Santos, Miguel; Superintendent, La Jolla Independent School District.
Ford, Dewayne; Community Council Chair, University of Texas at El Paso Project.
Jiménez, Linda; Community Coordinator, Edgewood ISD/Trinity University Project.
Jones, Diane; Program Specialist, National Teacher Corps Office.
Mills, Johnnie; Assistant Professor, University of Texas at Austin.
Pankratz, Roger; Special Consultant, Site Specific Technical Assistance Center.
Vargas, Quintin; Program Development Specialist, Laredo State University.
Zarate, Roberto; Coordinator for Professional Development, Edgewood ISD.

Presenters

"Clinical Supervision Methods" Dr. Robert Elmes, Professor, The State University College at Buffalo.

"Needs Assessment Techniques and Inservice Education" Dr. Robert Houston, Associate Professor, The University of Houston.

"Management Strategies for Institutionalization" Dr. Roger Pankratz, Consultant, Site Specific Technical Assistance Center.

"Developing and Using Community Resources" Dr. Clifford Whetten.

"Communication Skills Development" Dr. William Davidson, Region XIII Educational Service Center.

TEACHER CORPS DEVELOPMENTAL TRAINING CONFERENCE

OCTOBER 22 & 23, 1979
[illegible]

Texas Teacher Corps

Texas Teacher Corps Network
The University of Texas at Austin
College of Education
Hilton Inn, Austin, Texas

TEACHER CORPS DEVELOPMENTAL TRAINING CONFERENCE
Revised Agenda for October 23, 1979
Hilton Inn; Austin, Texas

The following agenda will be followed in order to allow early departing participants the opportunity to attend a maximum of the conference's second day proceedings.

9:00 - 11:30 A.M.	SKILLS TRAINING SESSION (Includes one 15 minute break, scheduled at the presenter's discretion; session choices described in original information packet)
11:30 - Noon	Hotel Check Out
Noon - 1:30 P.M.	Luncheon, with speaker Dr. Mel Sikes
1:30 - 3:30	SKILLS TRAINING SESSION(continues) (Includes one 15 minute break, scheduled at the presenter's discretion; participants remain with the training strand followed in the morning)
3:30 - 3:45	Break
3:45 - 4:15	Reconvene as large group in the Coronet Room a. Summary b. Evaluation c. Adjournment

Notes: Due to illness, Dr. William Davidson's presentation, "Communication Skills Development," will not be on the agenda today.

Community Council Chairpersons will be given the option of either attending Dr. Clifford Whetten's presentation, "Developing and Using Community Resources" or meeting with other Chairpersons for the purpose of sharing and exchanging ideas, strategies, practices, and procedures.

TEACHER CORPS
2200 DENNISON, DALLAS, TEXAS 75212
(214) 630-0586

September 28, 1979

Dear Colleague:

If you were with the group of Texas Documentors for breakfast in Dallas on September 27th this is just a friendly reminder to send Lou, Lynn, and David your questions/concerns (addresses below). If you were unable to attend that informal meeting this is a review of what happened and a request for participation.

The first day of the Network sponsored Developmental Training Conference in Austin (October 22-23) has been planned. We documentors will be working with Sarah White as our facilitator. The goals for that day are:

1.) to work thorugh a conceptual framework for a local teacher Corps Project

2.) to identify role responsibilities for Documentors within the components of that framework

3.) to share the results of the role clarification activities with members of other role groups

The second day of the conference has now been planned for our role group. During the times scheduled for small group skill sessions we documentors will again meet as a separate group. Rather than work with an outside facilitator we will work with ourselves. Specifically, those experienced documentors from Project '78 projects (Lou Bridges, Lynn Reyes, David Ross) will respond to specific questions/concerns from Project '79 documentors and 'new' Project '78 documentors. That interaction will be facilitated if each of you will mail to the three 'old' documentors a list of questions/concerns that you might have regarding documentation. We 'oldies' have lived through the planning year and can help you survive. If you can make your statements or questions as explicit as possible it will help us organize our responses so that we make sense and the session does not degenerate into casual conversation.

COOPERATING AGENCIES:
DALLAS COUNTY JUVENILE DEPARTMENT
DALLAS INDEPENDENT SCHOOL DISTRICT
NORTH TEXAS STATE UNIVERSITY

We understand that some concerns cannot be explicated in detail at this point in time - and that's very O.K. We just want to be helpful and need as much direction as you can provide as to what to be helpful about.

We look forward to receiving your concerns/questions and seeing you in Austin.

Sincerely,

LOU, LYNN, and DAVID

Ms. Lou Bridges
College of Education
P. O. Box 4560
Lubbock, Texas 79409

Ms. Lyn Reyes
College of Education
450 Farish Hall
Houston, Texas 77004

Mr. David Ross
c/o Teacher Corps
2200 Dennison
Dallas, Texas 75212

APPENDIX F

Profile Scale: Component Involvement

PROFILE SCALE

COMMUNITY EDUCATION

	Not at all				To a great extent
Feeder System Effort	1	2	3	4	5
Individual School Effort	1	2	3	4	5

EDUCATIONAL PERSONNEL DEVELOPMENT SYSTEM(EPDS)

Regular Inservice	1	2	3	4	5
Formal Inservice	1	2	3	4	5
Preservice	1	2	3	4	5
University Faculty Development	1	2	3	4	5

PROJECT ADMINISTRATION MANAGEMENT

Planning	1	2	3	4	5
Implementation	1	2	3	4	5
Evaluation/Documentation	1	2	3	4	5
Demonstration	1	2	3	4	5
Dissemination	1	2	3	4	5

APPENDIX G

Teacher Corps Role Group Definitions

REPORT ON TEACHER CORPS
DEVELOPMENTAL TRAINING CONFERENCE

October 22, 1979

Role Group Definition Session

One of the major outcomes of the Monday 22 October 1979 Developmental Training Conference session in Austin was the development of role descriptions by various role group participants. Following is a descriptive summary of the various Teacher Corps roles and/or responsibilities developed by the participants of those various role groups on 22 October 1979. A description of the role of Program Development Specialist (PDS) was apparently not developed and consequently is not included in this report.

1. Documentor Responsibilities and/or Roles

    a. Record keeper
    b. Communication
    c. Linkage SRI and Network
    d. Coordinator of documentation activities
    e. Developing forms
    f. Training
    g. Advising
    h. Monitoring
    i. Counselor/Liaison
    j. Listener
    k. Synthesizer
    l. Adapter (materials)

2. Principals' Major Roles

    a. Collaborator
    b. Knowledge of Program
    c. Coordinator of Teacher Corps Program with other programs
    d. Planning
    e. Rationale
    f. Sell the program

3. Community Council Chairperson Roles

    a. Leader
    b. Motivator
    c. Improvisor
    d. Politician
    e. Negotiator

4. Central School Administrator Roles

   a. Initiators of new or continuing program
   b. Monitor/Feedback
   c. Collaborator - Policy/Program
   d. Disseminator (Institutionalization)
   e. Facilitator
   f. Planner
   g. Implementor
   h. Resource allocator
   i. Communication
   j. Evaluator
   k. Approver
   l. Recommender/Supporter

5. Community Coordinator Roles

   a. Direct Council
   b. Resource person
   c. Facilitator
   d. Recommender
   e. Coordinator
   f. Plan and Implement
   g. Provide feedback

6. Project Director Major Roles

   a. Role in Regard to Policy Board
      1. Facilitating preparation of Agenda
      2. Providing Formation for Decisions
         .. Programmatic
         .. Budgetary
      3. Liaison
         ..Teacher Corps Washington
         ..Other projects
         ..T. E. A.
         ..External contractors
         ..Etc.
      4. Implement Policy
      5. Advisor

   b. Roles in Regard to Program Management
      1. Internal and external communication system
      2. Budget allocations
      3. Planning
      4. Implementation
      5. Evaluation

   c. Roles in Regard to Education Personnel Development System
      1. Reassess needs
      2. Re-establish goals
      3. Design programs
      4. Negotiation of Faculty Development and Inservice Program
      5. Re-design Program where necessary

    6. Implementation of Program
    7. Evaluation

d. Roles in Regard to Community Based Education
    1. Orientation to Teacher Corps
    2. Reassessment of Needs
    3. Re-establish Goals
    4. Design Program
    5. Negotiate Faculty Development and Inservice
    6. Re-design Program where necessary
    7. Implementation of Program
    8. Evaluation

e. Roles in Regard to Management of Central Staff
    1. Analyze Program (roles/responsibilities)
    2. Analyze objectives to determine staffing needs
    3. Make recommendations for staff employment
    4. Determination of match between staff hired and roles and responsibilities and line staff responsibilities
    5. Assign staff tasks

199

APPENDIX H

Evaluation Instrument

TEXAS TEACHER CORPS NETWORK
DEVELOPMENTAL TRAINING CONFERENCE
October 22-23, 1979

For Network Use Only

Instructions: Please provide the information requested below, then circle the number which represents your response to each statement.

Title of Session being evaluated (check one):

1

☐ Teacher Corps: A Task Analysis
☐ Description of Role Group Functions
☐ Sharing of Role Functions
☐ Clinical Supervision
☐ Needs Assessment Techniques
☐ Documentors' Share and Exchange
☐ Management Strategies
☐ Developing and Using Community Resources
☐ Communication Skills Development
☐ Overall Conference

My Position is (check one):

2

☐ Director
☐ Program Development Specialist
☐ Community Council Chairperson
☐ Principal
☐ Central Administrator
☐ Community Coordinator
☐ Documentor
☐ Other - please specify: ____________________

Home Project is (check one):

3

☐ Program '79 (1979-80 is first year of operation)
☐ Program '78 (In operation prior to 1979-80)

		Not at all				To a great extent
4	1. The objectives of this session were stated clearly by the presenter. (Please refer to list of session objectives if necessary)	1	2	3	4	5
5	2. The objectives of this session were clearly met.	1	2	3	4	5
6	3. The presentation/discussion in this session was well organized.	1	2	3	4	5
7	4. I will use the information/skills that I gained from this session in the coming year.	1	2	3	4	5
8	5. Attending this session has been a worthwhile experience for me.	1	2	3	4	5
9	6. I would like to attend further sessions related to this area.	1	2	3	4	5

10 11 12

Please add any comments/suggestions regarding the overall organization and content of this session/conference below (or back of page). Such comments will be useful in the planning of future training sessions, and as such will be greatly appreciated. Thank you.

END

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